DOCUMENT RESUME

ED 239 029 CE 037 137

TITLE	Continuing Education Needs and Interests of Kansas Adults. A Statewide Survey. Winter 1979/80.
INSTITUTION	Central Research Corp., Topeka, Kans.
SPONS AGENCY	Kansas State Board of Regents, Topeka.; Washburn Univ. of Topeka, Kans.
PUB DATE	80
NOTE	132p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Education; *Adult Education; Adults; *Adult Students; *Continuing Education; *Educational Attitudes; Educational Experience; *Educational Needs; Educational Opportunities; Postsecondary Education; Questionnaires; Rural Areas; State Surveys; *Student Educational Objectives; Student Motivation; Urban Areas
IDENTIFIERS	*Kansas

ABSTRACT

A study examined the continuing education needs and interests of Kansas adults. Using a stratified and systematic questionnaire, researchers interviewed 998 Kansas adults. Based on data obtained from the respondents, the researchers concluded that 46 percent of adults in Kansas feel that they will probably become involved in adult education within the next 3 years, while only about 25 percent have done so in the past 3 years. Continuing education administrators should note that 44 percent of the adults who have been enrolled in continuing education and 30 percent of all adults cite work-related considerations as their motivating factor. Also significant is the fact that fewer than half of the respondents felt that receiving college credit would be important. The frequently mentioned barriers to participation in adult education courses, lack of free time and cost, present a persistent dilemma to continuing education administrators. Based on the numerous concerns of respondents in relation to such preenrollment concerns as the range of opportunities available and personal aptitudes and suitability to courses, it would seem that more counseling and advisory services are needed. (A detailed breakdown of the results of the survey and the project-developed questionnaire are appended to this report.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239029

CONTINUING EDUCATION

Needs and Interests of Kansas Adults

A Statewide Survey
Winter 1979/80

Commissioned and Supervised by: OFFICE OF SPECIAL INSTRUCTIONAL PROGRAMS
WASHBURN UNIVERSITY
TOPEKA, KANSAS

For: Kansas Council for Community Service and Continuing Education

Conducted by: Central Research Corporation
900 First National Bank Tower
Topeka, Kansas

Funded by: Title I, Higher Education Act of 1965, as amended

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Kasper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE037137

CONTENTS

Introduction 5
- Questionnaire Development 5
- Sample Design 6
- Sample Characteristics 6
- Data Portrayal Scheme 8

Overview of Results 13
- Assessment of Adult Interest in Pursuing Further Education 18
- Factors Affecting Continuing Education Decisions 22
- Particular Areas of Educational Interest Among Adults 29
- Experience of Those Who Have Been Involved in Adult Education 31
- Differences Among Residents of Standard Metropolitan Statistical Areas (SMSA's), Other Urban Areas and Rural Areas 32
- Summary and Conclusions 35

Results in Detail . . . . . 37 (R-1 thru R-69)

Appendices
- Questionnaire A-1
- Indicators for Developing Marketing Strategies B-1

INTRODUCTION

This report contains results and analyses of a statewide survey of adult Kansans to assess their needs and interests as they relate to continuing education and to provide interested agencies and institutions with marketing information useful for expanding continuing education programs. Using a structured and systematic questionnaire, in-home interviews of approximately 30 to 40 minutes in length were conducted between September 18 and December 23, 1979 with a statewide sample of 998 adult Kansans.

This effort was funded in part by a grant authorized under Title I of the Higher Education Act of 1965 in response to a proposal submitted jointly by the Office of Special Instructional Programs, Washburn University, Topeka, Kansas, and by the Kansas Council for Community Service and Continuing Education (KCCSCE).

Upon approval of the grant proposal, a KCCSCE Advisory Committee was formed and Central Research Corporation, Topeka, Kansas, was contracted to assist in the design and conduct of the research effort. Advisory Committee members included: Dr. James Young and Dr. Gregory Bien of Washburn University's Office of Special Instruction Programs, Dr. David Cropp of Emporia State University, Dr. Gene Kasper representing the Kansas Board of Regents, Dr. Bob Kelly of Associated Independent Colleges of Kansas, Mr. Sam Newland of Kansas State Department of Education, Dr. Duane Clum of Neosho County Community College, Dr. Bill Keeney of Bethel College; Mr. Allen Dickes of Washburn University, Mr. Don Buchwald of Kansas Technical Institute, and as ex-officio members Dr. Donald Hardesty and Mr. Phil Lange of Central Research Corporation.

QUESTIONNAIRE DEVELOPMENT

After initial sessions devoted to discussions of information objectives and general approaches to the conduct of the research, the Advisory Committee reviewed successive drafts and revisions of the questionnaire at several stages in the development process. To insure that the instrument was workable and free of ambiguity, it was pilot tested among a small sample of respondents (15). After the pilot test, interviewers were debriefed and their questionnaires reviewed, final refinements were

incorporated into the questionnaire design and it was approved for full field data collection. The instrument in final form contained 93 questions. A copy of the questionnaire is included as an appendix to this report.

SAMPLE DESIGN

A stratified cluster sampling model was used to select a total of 998 respondents across the state. The sample was stratified in two stages: (1) stratified to produce respondents from each Congressional district in Kansas in a ratio reflecting each district's share of the state's population; (2) within each Congressional district, the sample was further stratified to produce proportional numbers of respondents residing in metropolitan areas with populations of 50,000 or more, in cities of 10,000 to 50,000, in towns and cities of 2,500 to 10,000, and in rural areas and towns of less than 2,500.

Individual cities, towns and places within each stratum in each Congressional district were selected for inclusion in the sample by means of computer-assisted random selection process. A similar process was used to select individual cluster entry point addresses within selected cities, towns and places. For each of 334 entry point addresses thus selected, data collectors applied a systematic strategy during the data collection process to select and interview three respondents.

SAMPLE CHARACTERISTICS

According to accepted standards of statistical inference, a sample of the size used here (n=998) willl yield estimates of population values subject to an error-of-the-estimate range of $\pm$ 4%. Estimates based on smaller subsample groups of respondents are subject to larger potential estimating error.

The following chart may serve as a guide for assessing the potential estimating error associated with subsample groups of respondents. Since errors-of-the-estimate, when they do occur, tend to cluster around zero in the fashion of a normal distribution, the sample values do represent the best point-estimates of population values, but these limitations should be borne in mind when making close comparisons or drawing fine inferences.

Subsample Size	Approximate Error-of-the-Estimate Range
700	± 5%
500	± 6%
400	± 7%
300	± 8%
200	± 9%
100	±12%

The sample was comprised of respondents in the categories and magnitudes listed below.

	Percent of Sample
All respondents (adult Kansans)	100%
Persons who say they are likely to or will for sure become involved in adult education within 3 years	46%
Persons (excluding those in the above category) who say they are likely to or will for sure become involved in adult education within 10 years	17%
Persons who say any interest they might have in adult education would be for ...	
Self-Satisfaction or Self-Improvement	48%
Work related reasons	30%
Persons age: 18-34	45%
35-54	32%
55 and older	23%
Males	46%
Females	54%
Persons who say it would be important to receive college credit for any courses they might take	43%
Persons with ... No College Experience	61%
Some College Experience (but less than bachelors degree)	23%
Bachelors degree or more	16%
Persons reporting household incomes of ...	
Less than $10,000	26%
$10,000 to $20,000	41%
More than $20,000	28%
[refused to disclose]	5%

Residents of ...	Standard Metropolitan Statistical Areas (SMSA's) (counties of Butler, Jefferson, Johnson, Osage, Sedgwick, Shawnee, Wyandotte)	43%
	Rural Areas (outside towns or in towns less than 2,500)	28%
	Other Urban Areas (outside SMSA's but in cities or towns of more than 2,500)	29%
Residents of ...	(see Map, page 10)	
	Congressional District No. 1	20%
	Congressional District No. 2	19%
	Congressional District No. 3	21%
	Congressional District No. 4	20%
	Congressional District No. 5	20%

DATA PORTRAYAL

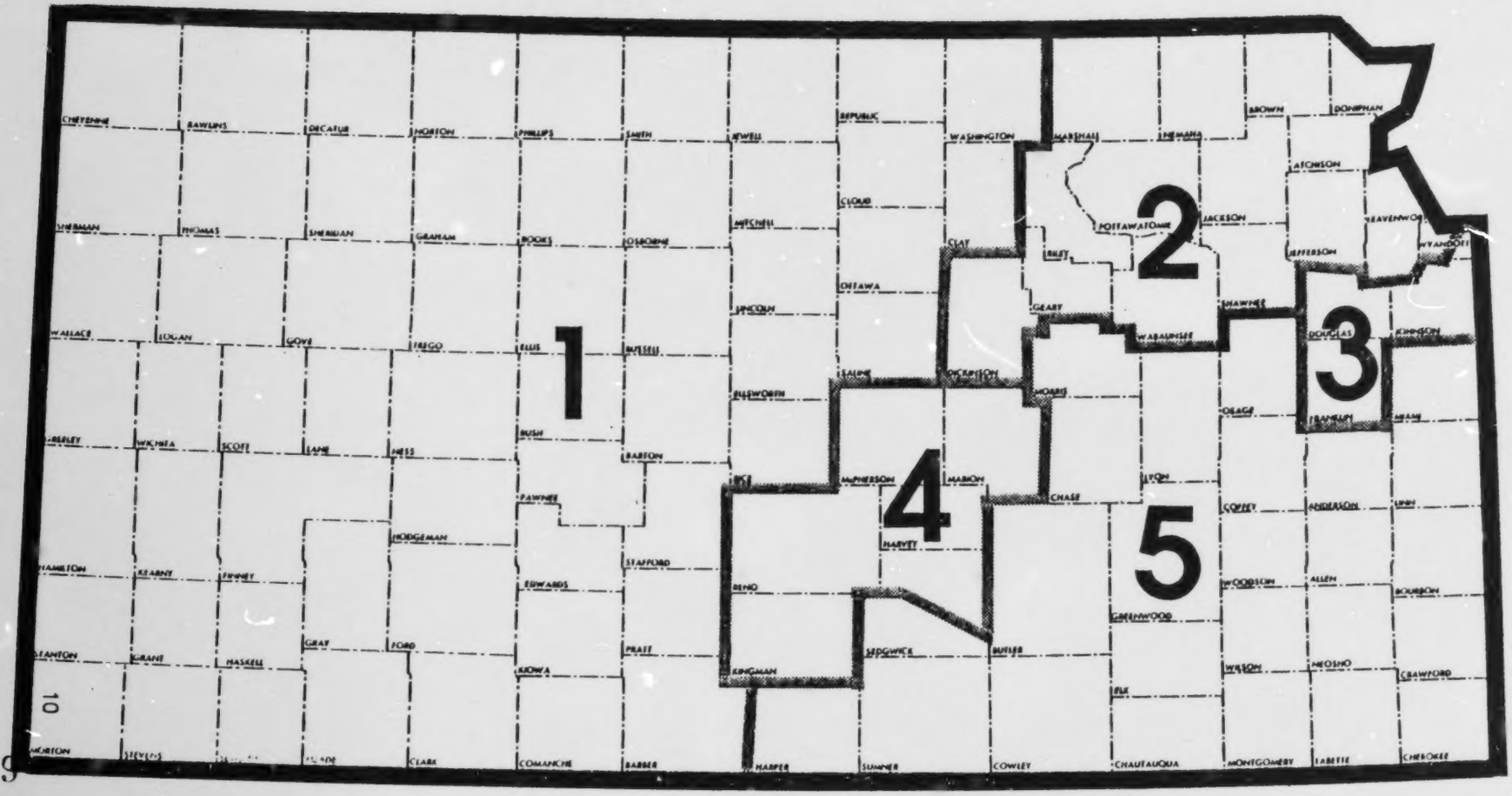
The Results in Detail section of this report includes separate tabulations for respondents in each of the categories listed above.

To provide a very coarse set of measures pertaining to adults who reside in areas served by different characteristic types of post-secondary institutions, five additional geographic areas were designated and separate tabulations were performed for responses from residents of each of the designated areas. The number of respondents from each of these designated areas is small. While potentially large estimating error is associated with such small sample groups, the response tabulations for the designated areas have been included in the Results in Detail section. Below is a description of the five designated areas, the characteristic types of instititutions in the areas, and the number of respondents interviewed in each area.

Designated Areas ... (see Map, page 11)	Institutions	Number of Respondents
No. 1 (5 counties) Finney, Ford, Kearny, Stanton, Seward	Community Junior Colleges Dodge City, Garden City, Liberal Church-Affiliated 4-yr. College Dodge City AVTS Dodge City, Liberal	36
No. 2 (4 counties) Riley, Geary, Clay, Dickinson	Regents University Manhattan Community Junior College Concordia AVTS Manhattan	46

No. 3 (2 counties) McPherson, Rice	Church-Affiliated 4-yr. Colleges McPherson, Lindsborg, Sterling Church-Affiliated 2-yr. College McPherson	40
No. 4 (1 county) Shawnee	Municipal University Topeka AVTS Topeka	60
No. 5 (5 counties) Montgomery, Labette, Cherokee, Crawford, Neosho	Community Junior Colleges Chanute, Parsons, Coffeyville, Independence Regents University Pittsburg AVTS Coffeyville	50

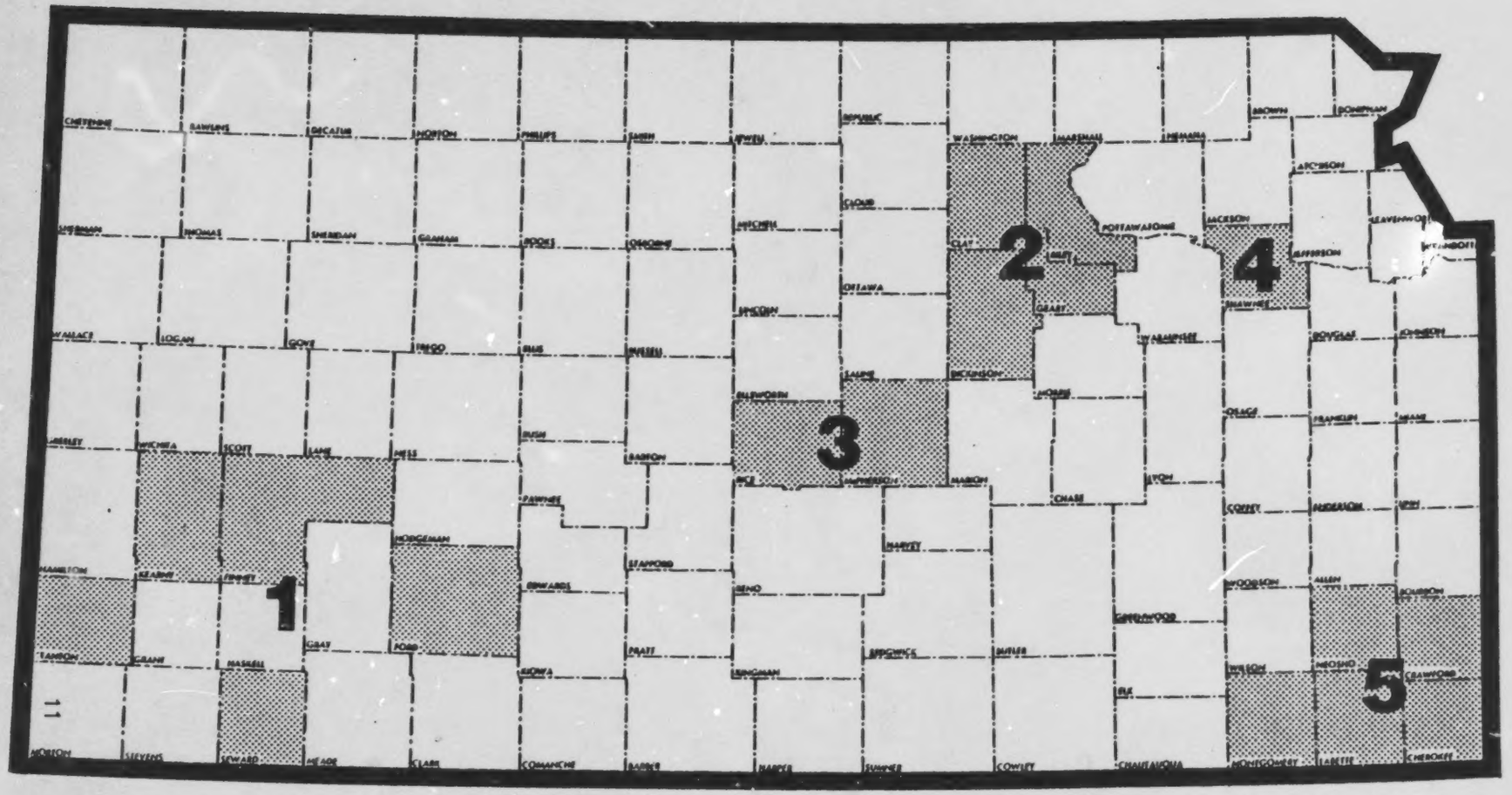
CONGRESSIONAL DISTRICTS OF KANSAS



10

10

DESIGNATED AREAS



OVERVIEW OF RESULTS

OVERVIEW OF RESULTS

In an attempt to keep abreast of the continuing education needs and interests of Kansas adults and to respond to the opportunities for educational programming that arise from needs assessment, the Kansas Council on Community Service and Continuing Education, working with the Special Instructional Programs' staff at Washburn Unviersity undertook a follow-up of the 1975 study entitled "Appraisal of Interest in Continuing Education Opportunities Among Kansas Adults."[1] The results of the 1975 study indicated that many more Kansans than were presently being served were interested in continuing their education. The same year, in an article entitled "Adult Learning Interests and Experiences," the authors determined from a market survey that three-fourths of all American adults express interest in continued learning of some kind.[2]

The 1980 study again confirms the interest of a large percentage of Kansas adults in continuing their education. That interest is demonstrated by the increasing enrollments in community service and non-credit, continuing education courses offered through a variety of institutions, including public school systems, YMCA's and YWCA's, proprietary schools and private enterprise as well as post-secondary and higher education institutions. Influencing this trend has been the leveling off of enrollments by the traditional student who comes to higher education directly from high school. With less attention required to accommodate what was once an annual increase of high school graduates, adult students who have an expressed interest in continuing their education have been recognized as a target of opportunity for higher education.

However, as is noted in the "Adult Learning Interests" article, "All these expressions of interest in continuing education should be regarded as general indicators of learning interests and activities, rather than as definite descriptions. Educational market surveys have consistently shown a sizable discrepancy between stated intentions and actual behavior —— between an interest in some kind of study and actually

---

[1] Donald P. Hoyt, "Appraisal of Interest in Continuing Education Opportunities Among Kansas Adults," Kansas State University, December, 1975.

[2] Abraham Corp, et al, "Adult Learning Interests and Experiences," in Planning Non-Traditional Programs, Ed. by K. Patricia Cross, John R. Valley, 1974 p.14.

enrolling for the study."[3] The difficulty, therefore, in programming for continuing education classes lies in matching the general interests of those non-traditional adult students who express a desire to participate, with appropriate subjects offered at appropriate times and places, and taught in an acceptable educational format. In other words, we need to eliminate whatever barriers (real or imagined) are preventing the interested adult from participating.

One goal of this project is to better equip continuing education administrators and planners with survey information that can enable them to meet the expressed needs and interests of Kansas adults, and to ascertain conditions most likely to insure participation among those adults who want to continue their education.

The 1980 survey results can be of value to administrators as they make plans for developing courses and schedules in the sense that the summarized responses represent general trends or interests. However, readers should not assume the survey results can be used as a reference for accurately predicting enrollment in certain courses or even categories of courses. There will always be local or national factors (for example, a slumping economy with attendant unemployment or a long term recession) which can affect participation in continuing education courses even though interest continues. But trends can be observed and courses developed to meet the interests.

Administrators can begin by noting and taking heart that survey results indicate most Kansans feel higher education institutions are doing about all they can to make higher education opportunities available to adults. Those within higher education realize that barriers of cost, free time and distance to the site are not the only barriers with which they must deal. Institutional barriers, such as meeting residency requirements, restrictions on the number of credits for off-campus or mediated instruction, limited acceptance of credits earned by examination or through evaluation of work experience, still exist.

Selected items in this study were drawn from the 1975 "Appraisal of Interests"

---

[3] Ibid. "Adult Learning Interests," p. 14.

survey, and additional items were added. In the body of the report, significant findings have been grouped into separate statements. To the right of the statements, which include relevant statistical percentages, the data page reference is listed. For example, the notation R-1 indicates the survey data supporting that statement can be found on Page R-1 of the Results In Detail section.

In instances where the 1975 survey included items comparable to those in the current study, summary descriptions of 1975 findings are presented immediately following the related 1980 findings. Also included are comments addressing the implications of survey results for Kansas continuing educators.

Assessment of Adult Interest in Pursuing Further Education

Among the adult public of Kansas at large, a desire for self-satisfaction or self-improvement (48%) outranks work-related motivation (30%) as a reason for becoming involved in adult education. Among adults under age 35, work-related motivation ranks about equal with desire for self-satisfaction but among those older than 35, work-related motivations begin to fade. The particular motivation, among those who do cite work-related reasons is a desire to prepare for new or different lines of work which is mentioned more frequently (42%) than desire to gain knowledge or skills useful in currently held jobs (33%) or in qualifying for advancement in present lines of work (22%). (R-1)

Most frequently mentioned as desirable new or different lines of work are business pursuits and technical or skilled labor occupations. (R-2)

1975: Nearly two-thirds (63%) indicated their potential interest in adult education would best be characterized by a desire to broaden knowledge and interests in social, cultural or intellectual matters; 27% indicated their interest would be for work related reasons.

Comment: It appears that general cultural motivations have given way to some extent to work related motivations.

When asked to assess the motivations of others regarding adult education, Kansans most frequently mention job or income related influences, followed by mentions of desire for self-satisfaction or self-improvement. There is perhaps some tendency for adults to view themselves as slightly more culturally inclined than their contemporaries whom they view as more economically driven. For 44% of those who have been enrolled in continuing education, work related motivation is cited as the reason for past involvement.

Persons interested in continuing education for general cultural reasons probably do not need extensive counseling, but the large number of persons who are interested in taking either credit or non-credit courses to change or improve their work situation will need to have available a counselor or advisor who can assess their needs in an unbiased fashion. The counseling or advising necessary to assist someone in

preparing for a different line of work can be considerably more complex than guidance about courses that will be useful for advancement in an individual's present line of work. In depth, occupational counseling will require close contact with professional guidance counselors.

Statewide, slightly fewer than half (43%) of the adults say receiving college credit would be important if they were to become involved in adult education. Receiving college credit is somewhat more important among those expressing work-related motivations and among persons under age 35. A majority (62%) of those who place importance on college credit say they would need to brush up on fundamentals like math and English. Fifty-seven percent (57%) say they would have an initial need for freshman/sophomore level coursework, and 41% say their need would be for upper level courses. (R-3, R-4)

1975: Forty-one percent (41%) indicated an interest in brushing up on fundamentals. An equal number (41%) indicated their initial need would be for courses at the freshman/sophomore level and 59% said their need would be for upper level courses.

Comment: For employers, who in the main seek employees with particular skills or competencies, the credit/non-credit distinction is probably not a supremely important consideration in many cases. Persons interested in continuing education for work-related reasons have a need to pursue courses of study which will permit them to demonstrate or document competency to potential employers. College credit is but one of several methods for documenting competency which employers might deem acceptable. On balance, the credit/non-credit distinction for any particular course should probably be weighed in light of an assessment of the documentation requirements employers might impose.

The ratio of persons who would have an interest in freshman/sophomore level coursework has increased over the past five years. This could result from an increase in the number of persons with little or no previous college experience who under present circumstances feel more inclined to begin accumulating college credit, perhaps in response to perceived threats to their job or economic security.

The relatively large number (62%) of those with college credit objectives who say they would first need to brush up on fundamentals

pose an opportunity as well as a challenge to higher education and post secondary institutions. Refresher courses (those short courses on such subjects as grammar, reading and basic mathematics) designed to renew familiarity with the fundamentals, could provide a vehicle to ease and accommodate the transition back into academia for many. But to the extent that fundamentals courses require additional faculty and a low student/faculty ratio, such courses will not be cost effective and could cause a budgetary strain. Nevertheless, there is good indication that offering "brushing up" fundamentals courses would be a sound way to get adults involved in continuing education.

Among those for whom college credit is not important, a minority (26%) would desire some alternate type of recognition, most frequently in the form of a certificate to serve as a personal memento. (R-5)

When adult Kansans are asked to identify the kinds of questions they would have if they were thinking about more education, pre-decision kinds of questions (range of opportunities available, aptitudes and suitability, range of job choices available) are more frequent than post-decision kinds of questions related to carrying out a decision once made (how to enroll). (R-6, R-7)

About one-third say they are currently on a mailing list to receive course offering information from a post-secondary institution. The largest number (22%) receive mailings from universities. Thirteeen percent (13%) receive mailings from community junior colleges and 1% report receiving mailings from vocational/technical schools. About one-third (38%) of those not currently on such a mailing list (more among those under 35) would like to be. (R-8)

Comment: Most education needs studies confirm that while cost and lack of time are the two greatest barriers to adult study, other important barriers are lack of confidence and lack of information on study opportunities, and the institutions' lack of understanding of individual needs.

In a 1972 Education Testing Service study,* researchers found that approximately 26 million adults did not participate in formal study for reasons which could have been remedied by adequate counseling. The results reported on R-6 and R-7 (questions adults may have if they

*Hoffeman, James M. Educational Brokering - A New Service for Adult Learners, National Center for Educational Brokering, Syracuse, N. Y., 1976.

were thinking about more education) imply that increased public information about available counseling opportunities could pay off in increased numbers of persons using existing counseling services and ultimately enrolling in courses.

Given the magnitude of work-related educational motivations among adults, increased emphasis on the information and counseling function is perhaps particularly important for vocational-technical schools.

From the point of view of the financial affairs officer, support services of the kind suggested here are expensive. The additional overhead must be weighed against anticipated additional enrollment to determine a cost breakeven point.

Statewide, a total of 46% express a positive probability that they will involve themselves in adult education within the next three years: 14% say for sure and an additional 32% it is likely. Persons in the younger age groups, the higher income groups and those who have at least some prior college experience are more likely than others to perceive more education in their futures. (R-9)

1975: A total of 46% expressed a positive probability of becoming involved in adult education within three years; 17%, for sure; 29%, likely. Younger adults, those with higher incomes and those with more education were more likely than others to project future involvement in adult education.

Comment: The 1975 and 1980 surveys are very similar in the percentages of respondents who indicate there is a probability they will become involved in adult education within three years.

The ratio of persons (46%) who indicate likely involvement in adult education within the next three years is about twice the ratio of persons (25%) who actually took part in some form of continuing education within the past three years (R-44). As with those who say they are likely to become involved, those who have been involved in the recent past tend to be younger, more affluent, and more educated.

Factors Affecting Continuing Education Decisions

Among those who say they are not likely to or definitely will not become involved in adult education even within the next 10 years (31% statewide), about equal numbers each cite lack of desire and too many practical barriers as reasons for the negative outlook. Younger adults, women and persons in the lower income group are more likely than others to cite practical barriers. (R-10, R-11)

Practical Barriers Mentioned
Descending Order of Frequency of Mention

1980	1975
Free time	Age
Cost	Family Obligations
Age	Free time
Family obligations	Cost
Health	Health

More than half (56%) say cost would be a major factor in deciding whether to take a course. Concern with cost tends to decrease among older adults and those with higher incomes, and is less prevalent among males than among females. To an inquiry about what would be considered a reasonable fee for a desired course, the average response is $75. Most (though not all) respondents to this question tended to frame their responses in terms of a 3-credit hour college level course. (R-12)

1975: Forty percent (40%) said cost would be a major decision factor. Fewer than 10% said a course fee of more than $50 could be considered reasonable. The largest number indicated a reasonable course fee would be something less than $25.

Comment: In the period between the two surveys, concern with age and family obligations has tended to wane while time and cost constraints have become more prominent as perceived barriers to adult education. To deal with the free time constraint, higher education institutions perhaps need to exhibit greater flexibility in locating and

scheduling courses to minimize disruption for potential adult learners. For example, courses might be offered at or near the workplace immediately before or after the work period.

While off-campus classes could initially involve greater costs for the institutions, they could also have the effect of involving substantially greater numbers of adults in a process which will eventually lead many of them onto the campus.

With respect to perceptions of reasonable cost, future inquiries should perhaps draw a clearer distinction between college credit courses and courses not for college credit.

Much higher fees are today considered reasonable than was the case five years ago, even though larger numbers of adults today say cost would be a major decision factor.

While it is much easier to reach a given breakeven point with higher fees being paid by fewer students, fees for college credit courses tend to be fixed and fees for non-credit courses tend to be based on direct cost considerations. It is perhaps worth noting that courses offered by education institutions often have lower fees than courses offered by enterprises in the private sector.

Most (54%) would consider it an advantage to be able to pay for courses in installments and nine percent say credit card payment would be an advantage. The attractiveness of an installment payment approach tends to decline with age. (R-13)

About one-third (34%) say free time would be a problem inhibiting their involvement in adult education.

1975: Eleven percent (11%) said free time would be a problem.

About half of Kansas adults say there are no particularly good (convenient) or bad (inconvenient) days of the week for them to take classes. Among the remainder who do express preferences, Monday, Tuesday, Wednesday are the best days (or evenings) and Friday, Saturday and Sunday are the worst for taking classes. (R-14)

1975: Most frequently mentioned as difficult or impossible days (or evenings) were Friday, Saturday and Sunday.

Comment: The indication of Friday, Saturday, and Sunday as particularly inconvenient days of the week to take classes does not bode well for those schools which attempt to develop the "weekend college" concept. In large urban areas where certain groups are interested in a particular "course of study" or in advanced professional degrees, weekends may be more appealing (or less unappealing) to students with firmer, more specific, goal-oriented committments.

To be responsive to the large percentage of persons who would consider it an advantage to be able to pay for courses in installments, business offices in higher education institutions may have to consider expanding their work force as well as their flexibility in payment procedures. If part of the mission of higher education is to make learning opportunities available to all economic groups, then installment payments may be particularly effective in providing appeal (or in removing barriers) for persons in lower economic groups.

In a series of questions designed to test the desirability of a number of characteristics which might apply to adult education courses, responses indicate an overall preference for coursework involving more intensive participant involvement and academic effort (instructor with practical work experience, small class size, discussion rather than lecture format) as opposed to less demanding types of coursework (no tests or grades, no homework or outside study). In general, affinity for academic rigor tends to decline with age. (R-15 thru R-24)

Most Desirable Course Characteristics
Descending Order of Desireability

1980	1975
Instructor has practical work experience	Instructor is a professional educator
Small class (15 or fewer)	Small class (15 or fewer)
Discussion rather than lecture	Discussion rather than lecture

Comment: While the most desirable course characteristics for 1980 and 1975 are not phrased in exactly the same manner, it is obvious an instructor viewed as "qualified" is exceptionally important.

Apparently the importance to the adult learner of small class size and of the discussion format are indicative of interest in being a participant rather than a spectator. The cost of maintaining small student/instructor ratios may dictate that other means be utilized to meet the adult learner's need to feel like an involved participant.

When asked about methods for course instruction to be delivered, Kansans overwhelmingly prefer the traditional approach (instructor face to face with students) to any of the alternatives tested (TV, Correspondence, Tele-Net, Newspaper, Radio). (R-25 thru R-32)

Preferences For Course Delivery Methods

Percent who would like or be receptive to	1980	1975
Traditional Approach	95%	92%
TV	56%	62%
Correspondence	48%	53%
Tele-Net	46%	45%
Radio	42%	44%
Newspaper	42%	—

Comment: As public perceptions now stand, a course predicated on a delivery method other than face-to-face contact will have the breadth of its appeal reduced by about half. Perhaps implicit in this finding is the suggestion that changing the public's perceptions of alternate delivery methods should be listed among the objectives of continuing education information efforts. It should also be noted that some portion of those attracted by alternate delivery methods are probably unreceptive or unable to participate in the traditional manner.

The assumed obligation of public higher education to reach as many interested adult learners as possible will have to be weighed at this point against the potentially higher costs involved in offering courses through alternative methods.

About two-thirds (64%) of adult Kansans say they find attractive the prospect of earning credit for college courses by passing challenge examinations. Only about one-third (35%) had heard of the practice prior to being asked about it in the interview. With respect both to earning credit or certification for special skills by demonstrating competency on practical examinations and to earning life experience credits by taking general examinations, similar ratios (about two-thirds) say they find the prospect attractive. But prior knowledge of the latter two practices was less widespread (26%) than was the case with the practice of earning course credits via challenge examinations. (R-33 thru R-35)

Comment: Colleges and universities have in many cases reluctantly accepted these methods of certification. That reluctance seems to be reflected in the lack of knowledge about the practice by most respondents (65%). More widespread publication of such credit-by-examination procedures as the College Level Examination Program (CLEP) could perhaps stimulate more adults to start the educational process in which they have expressed an interest.

Slightly more than half (56%) say they would find attractive the prospect of earning all the credits needed for a degree without ever having to go to a college campus. Among those who say they are likely to soon become involved in adult education, the ratio is slightly higher (62%). (R-36)

Comment: Responses to this inquiry tend to reinforce the observations made earlier concerning the limitations on breadth of appeal imposed by an approach to adult education which is geared in the main to offering coursework in the traditional manner on-campus and thereby fails to accommodate non-traditional students, who find learning off-campus to be desirable.

With the majority of higher education institutions committed to residency requirements, it may be some time before this potential barrier for some adults can be removed. Offering a degree through a combination of credit-by-examination, alternative formats (e.g. television, tele-net, newspaper), and off-campus courses is not at present possible in higher education in Kansas.

Survey responses do indicate, however, that individual courses offered off-campus could be effective in getting prospective adult learners started toward an education goal.

When asked what they think motivates most people who decide to become involved in adult education, most Kansans (57%) cite economic influence (better job, more income). A smaller number (39%) cite influences like self-satisfaction or self-improvement. By contrast, when asked about their own motivations (see R-1), those who mention self-improvement (64%) outnumber those who mention work-related influences (46%). (R-37)

Comment: Even though most adults say their own motivations would not be work-related, other survey data (R-44) suggests that the largest number who do in fact become involved in adult education tend to be driven by work-related considerations. Educational institutions could certainly find reason in these percentages to better outline for students the specific work-related goals which higher education can help them attain.

Many students who enroll in higher education institutions do so with blind faith that a degree will serve as a ticket to a better job. Adult learners who have job market experience are apparently more skeptical; and more intent on discovering how to match their training with a job opportunity.

Very few (2%) would expect their employers to disapprove if they were to seek additional education. About the same small number (3%) would anticipate disapproval from their families. (R-38)

1975: Referring to anticipated approval or disapproval from friends and acquaintances, only 2% said they would expect disapproval.

About half (52%) of adult Kansans say they have friends who have become involved in adult education. Among those who are themselves most likely to become involved, 68% acknowledge they have friends who have been doing so. (R-39)

Comment: Institutions which do not take advantage of their currently participating adult learners as a referral resource leading to other potential participants are perhaps missing an important opportunity. Current participants could, for example, be asked to identify a friend or two whom they think would like to be placed on the institution's continuing education mailing list.

Large majorities associate post-secondary education with job advancement. Eighty-three percent agree that a college degree is valuable as a ticket to a better job, and 91% perceive such linkage with respect to a vocational school certificate. (R-40)

Comment: The perception that a vocation school certificate is even more closely linked to a better job than is a college degree should be heartening to vocational school administrators, particularly in light of the predominance of work-related motivations as a reason for taking a course. What may well be implied here is an elevation of the importance of work-oriented competencies as compared to liberal arts education.

Among all adults statewide, 37% say they would feel uncomfortable in a college environment. The ratio is smaller among those with previous college experience, those in higher income groups and those in the younger (under 55) group. Similarly, slightly more than one-third (39%) express anxiety about being able to keep up after having been away from school for a time. (R-41)

Among respondents in every tabulated category (with the exception of those who already have at least a bachelors degree), more than half say they wish they had taken more schooling when they were younger. A majority (57%) disagree with the statement that courses of interest are not available anyplace nearby. Among those most likely to become involved in adult education soon, 64% disagree with the "not available" assertion. (R-42)

1975: A small majority (52%) disagreed with the statement that courses they would like to take are not offered anyplace nearby.

Comment: A small but slowly growing majority apparently do perceive that adult educational opportunities are generally available.

With a preconceived notion that the higher education classroom is a place where they will be uncomfortable, large numbers of adults may be dissuaded from taking the first steps necessary to enroll in post-secondary classes.

While the idea that college experience is a mark of distinction may to some degree add to the appeal of higher education, there is perhaps some danger that for sizeable numbers of adults the prospect of mingling with what is perceived to be a distinguished (or perhaps elite) population has counterproductive effects.

Nearly two-thirds (64%) agree with the statement that Kansas institutions are doing about all they can to make adult educational opportunities available. When asked to offer suggestions for improving adult educational opportunities, three out of four say they are unable to do so. Among those who do offer suggestions, the largest number suggest greater efforts to publicize available offerings. (R-43)

Comment: The importance of finding ways to reach potential students is an inherent challenge in the analysis of needs and interest surveys. For a more detailed treatment of marketing techniques, see Appendix B.

Particular Areas of Educational Interest Among Adults

Each respondent was asked to examine a booklet containing rather comprehensive lists of classes or courses. The booklet was divided into two basic sections: one section containing lists of courses of a Non-Academic or Personal Interest nature grouped into nine general categories; a second section containing lists of more traditional Academic courses grouped into 29 general categories (see Appendix A). Respondents were asked to assume they had decided to become involved in adult education, and from each basic section of the booklet to identify the general categories in which they would have an interest; and within the general category of greatest interest to identify the particular courses in which they would have an interest.

Areas of Interest

Non-Academic or Personal Interest Types of Courses

(R-51 thru R-59)

General Category	1980	1975
Hobbies, Avocations	43%	46%
Self-Improvement	39%	25%
Family Living	38%	39%
Careers, Vocations	37%	23%
How-To-Do-It	27%	29%
Health, Physical Fitness	27%	28%
Sports, Leisure Activities	23%	20%
Culture, Appreciation	16%	18%
Current Events	15%	17%

Comment: Continuing education courses related to hobbies and avocations continue to be of greatest interest to respondents. There was a 14% increase from 1975 to 1980 in the number of persons interested in courses designed to assist them in improving themselves.

Areas of Interest

Academic Types of Courses

(R-60 thru R-69)

General Category	1980	1975
Business, Management	40%	29%
Family Living	26%	24%
Health, Paramedical Services	21%	17%
Home Economics	19%	23%
Education	15%	15%
Psychology	15%	12%
Agriculture, Natural Resources	14%	12%

Comment: Academic professionals will find it somewhat disheartening that adult Kansans are less interested in further study in traditional liberal arts topics (culture, appreciation, current events, education, psychology).

Most people seem mainly oriented toward improved adaptability for everyday living and toward vocational subjects (business, family living) together with an interest in personal enjoyment (hobbies, avocations).

Experience of Those Who Have Been Involved in Adult Education

One out of four in the sample group reported they had, within the past three years, been involved in adult education. Of this number, 44% said their involvement was motivated by work-related considerations, 23% cited a desire for self-improvement as the motivation and 14% became involved to pursue a hobby or avocational interest. Slightly more men (52%) than women (40%) cited work-related reasons for their involvement. More women (28%) than men (16%) cited a desire to "improve myself, my mind." (R-44)

For the largest numbers, adult education services were provided by a regents school (28%), by a community or junior college (24%) or by an employer (11%). (R-45)

Twenty percent had taken courses in fields related to business and management and 14% had taken courses in the health and paramedical field. (R-46)

For nearly half (47%) first knowledge of the availability of the courses they took was gained from promotional material originating from the institution or organization sponsoring the course. About one-fourth (23%) reported they first learned of the course offering via word of mouth. (R-46)

College credit was earned by 39% of those with recent experience and 30% reported receiving alternate forms of certification or recognition. (R-47)

For more than half (54%), their course participation lasted more than eight weeks, with 26% reporting course durations of one to eight weeks. (R-48)

The largest number (57%) scheduled their participation around work schedules, and 15% reported they took time off from work (11% with full pay, 4% losing some pay) to participate. Thirty-seven percent traveled outside their home communities to attend classes. (R-49)

For most (91%) class sessions were held during the week; and for a plurality (47%) class sessions were limited to evening hours. (R-50)

Comment: Responses from those who have been involved in continuing education contrast somewhat with responses from those who would like to become involved. Those who have been involved tend in slightly larger ratio to cite work-related motivations rather than desire for self-satisfaction or self-improvement. Business and management courses draw widest participation and widest interest respectively among those who have been and those who would like to become involved in continuing education.

Differences Among Residents of Standard Metropolitan Statistical Areas (SMSA's)*, Other Urban Areas and Rural Areas

In nearly all areas of inquiry addressed by the survey, respondents who differ by age, by income, or by prior educational experience tend to exhibit the widest differences in attitudes and interests regarding adult education. Differences on these measures between rural and urban residents, however, tend with few exceptions to be relatively small.

Among persons who say they are not likely to become involved in continuing education, there is a somewhat greater tendency by residents of metropolitan areas (SMSA's) to indicate a lack of desire for more education while rural residents are more likely to feel restricted by practical barriers to participation. (R-10)

Persons who live in the SMSA's exhibit a higher course fee tolerance than do others while persons living in rural areas express a willingness to travel greater distances to participate. (R-12)

On the measures relating to the desirability of various course characteristics, urban and rural residents offer very similar responses. Meeting on a college campus, however, is less of an attraction (or more of an impediment) to rural residents, particularly to persons in the western Kansas 1st Congressional District. (R-15, R-24)

* As defined by U.S. Bureau of Census. Includes counties of Butler, Jefferson, Johnson, Osage, Sedgwick, Shawnee and Wyandotte.

Rural residents are only slightly less emphatic than others in their preference for the traditional method (instructor face-to-face with students) of receiving course instruction. (R-25, R-32)

On inquiries relating to alternative ways of earning college credit (course challenge exams, skill competency exams, general exams for life experience credits), SMSA residents are less likely than others to be aware of these alternatives. Rural and urban residents in about equal ratios, however, tend to view these alternatives as attractive. (R-33, R-34, R-35)

Among rural residents, a somewhat larger than average minority (19%) think desirable courses are not offered anywhere nearby. (R-42)

Comment: Overall, differences between rural and urban residents tend to be less distinct than differences reflected by groupings based on income, age or prior education experience.

SUMMARY AND CONCLUSIONS

The fact that 46 percent of adult Kansans express a positive probability of becoming involved in adult education within the next three years while only about 25% have done so in the past three years, does have implications for those charged with administering non-traditional programs. Translated into numbers, some 690,000 adult Kansans are probably interested in continuing their learning, but only some 375,000 Kansas adults have recently engaged in learning programs.

Continuing education administrators should take particular note that 44% of the adults who have been enrolled in continuing education and 30% of all adults cite work related considerations as the motivating factor. Matching the would-be learner with the appropriate course to further his or her interest in preparing for a different line of work or in advancing in the present line of work presents a considerable challenge. Effective counseling or advising may require additional awareness of occupational requirements or simply the expansion of existing vocational guidance counseling services. It is particularly noteworthy that 91% of adults perceive a direct linkage between a vocational school certificate and job advancement. The elevation of desire for work-oriented competencies over liberal arts education is a finding to be enjoyed and capitalized upon by Kansas vocational/technical schools.

The fact that fewer than half (43%) of the adults say receiving college credit would be important is also of significance. This result supports the finding of the national "Adult Learning Interest and Experiences" study where it was found that:

> Post secondary institutions are used by no more than one-sixth of the learners. Forty-two percent of them pursued hobbies and recreational subjects, 35 percent improved vocational skills, and 25 percent studied general academic subjects. Seven percent of the learners received college credit, while 61 percent received no formal credit, and 15 percent obtained only certificates of satisfactory completion. Learners, too, seem more concerned with content or participation per se than with academic recognition.

It appears appropriate to place a greater emphasis on occupational or personal satisfaction programs than is now being done.

The frequently mentioned barriers of free time (34%) and cost (27%) present a

dilemma to continuing education administrators. Should we attempt to provide more service to more people at break even or less, or should we market more intensively to those for whom the barriers do not exist? To make courses appropriate, inexpensive and convenient is every continuing educator's dream but too often budget realities preclude the dream's realization.

It is also evident that Kansas educators need to improve the appeal of non-traditional alternatives such as television, tele-net, correspondence and radio if these formats are to reach greater numbers of adults. The importance of the social interaction present in the classroom, the workshop, or the conference will have to be recognized as an element to be included in other formats. For example, television may be an effective method of lecture delivery, but the importance of the on-campus sessions cannot be minimized.

Results from the survey indicate that the questions many adult Kansans have about higher education have to do with pre-enrollment kinds of concerns; range of opportunities available and personal aptitudes and suitability. The predominance of these concerns over questions such as how to enroll again indicate the importance of the counseling/advising function.

Overall, the survey effort offers valuable insights into the educational needs and interests of Kansas adults. It provides a cross-sectional view of the market for continuing education services, both traditional and non-traditional. The development of effective program designs from among the available alternatives represents an opportunity as well as a challenge to continuing education administrators in Kansas.

RESULTS IN DETAIL

"If you had decided to continue your education as an adult, would it be mostly for self-satisfaction or self-improvement, or would it more likely be for work related reasons?"

*Of those who said WORK RELATED or BOTH:

"Would your work related interest be mostly in ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Self-Satisfaction / Self-Improvement	48%	41%	48%	100%	–	38%	49%	64%	42%	52%
* Work Related Reasons	30%	35%	29%	–	100%	39%	29%	18%	35%	27%
* Both	18%	22%	24%	–	–	20%	18%	4%	18%	18%
Don't know	6%	1%	1%	–	–	3%	4%	15%	7%	5%
Gaining knowledge or skills useful in your present job	33%	33%	38%	–	33%	25%	41%	47%	40%	26%
Getting qualified for promotion in your present line of work	22%	25%	21%	–	25%	25%	18%	21%	23%	21%
Preparing for a new or different line of work	42%	39%	41%	–	41%	49%	38%	28%	34%	51%
Don't know	3%	2%	1%	–	1%	1%	5%	4%	2%	2%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Self-Satisfaction / Self-Improvement	38%	52%	42%	41%	52%	45%	45%	46%	48%	49%
* Work Related Reasons	39%	28%	33%	34%	19%	35%	37%	34%	29%	27%
* Both	22%	11%	23%	23%	15%	16%	16%	15%	15%	17%
Don't know	1%	8%	3%	3%	13%	5%	2%	5%	8%	7%
Gaining knowledge or skills useful in your present job	24%	32%	25%	47%	26%	32%	40%	28%	42%	33%
Getting qualified for promotion in your present line of work	24%	16%	31%	28%	11%	22%	30%	30%	13%	20%
Preparing for a new or different line of work	50%	50%	42%	23%	20%	46%	25%	39%	42%	46%
Don't know	2%	3%	2%	2%	2%	1%	4%	2%	2%	2%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Self-Satisfaction / Self-Improvement	44%	61%	46%	42%	42%	47%	49%	48%	46%	48%
* Work Related Reasons	25%	20%	44%	45%	26%	25%	28%	22%	43%	33%
* Both	28%	17%	10%	13%	20%	16%	19%	21%	10%	12%
Don't know	3%	2%	0	0	12%	12%	3%	9%	1%	8%
Gaining knowledge or skills useful in your present job	47%	35%	48%	24%	17%	38%	33%	24%	40%	28%
Getting qualified for promotion in your present line of work	28%	18%	5%	24%	8%	23%	20%	26%	25%	18%
Preparing for a new or different line of work	28%	41%	48%	49%	75%	37%	43%	47%	32%	54%
Don't know	0	6%	0	3%	0	3%	4%	2%	3%	0

On the premise that they had decided to continue their educations as adults, about half of adult Kansans cite self-satisfaction or self-improvement as the likely motivation. Smaller numbers cite work related reasons as the likely motivation. Among those who view themselves as most likely to get involved in adult education relatively soon, the tendency to cite work-related reasons increases. Work related motivations tend also to increase with income but to decrease with age. Among those who say they would be motivated by work related reasons, the largest number indicate a desire to prepare for a new or different line of work. This is particularly true among females, persons in the youngest age group, persons in the lowest income group and those without college experience.

R-1

Of those whose work related interest would be mostly in PREPARING FOR A DIFFERENT LINE OF WORK:

"What type of work do you think you would be interested in preparing for?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Business, Management, Accounting	22%	23%	23%	–	22%	22%	23%	19%	24%	21%
Technical Occupations (see below)	22%	28%	14%	–	24%	24%	18%	19%	28%	16%
Education, Teaching	11%	10%	23%	–	10%	14%	7%	0	8%	16%
Doctor, Dentist, Lawyer	4%	4%	2%	–	4%	4%	5%	0	4%	3%
Others (see below)	33%	36%	36%	–	32%	32%	38%	44%	28%	40%
Don't know	10%	6%	7%	–	9%	7%	14%	19%	12%	9%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Business, Management, Accounting	28%	17%	28%	35%	18%	18%	34%	21%	25%	22%
Technical Occupations (see below)	17%	23%	23%	9%	18%	25%	22%	24%	14%	20%
Education, Teaching	17%	19%	13%	17%	7%	14%	10%	13%	13%	8%
Doctor, Dentist, Lawyer	8%	4%	2%	9%	0	7%	0	4%	5%	3%
Others (see below)	33%	40%	26%	21%	50%	29%	29%	23%	44%	43%
Don't know	8%	9%	13%	9%	11%	10%	5%	14%	7%	8%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Business, Management, Accounting	20%	30%	20%	26%	37%	17%	22%	20%	17%	31%
Technical Occupations (see below)	0	20%	20%	32%	26%	7%	18%	15%	35%	29%
Education, Teaching	20%	20%	0	21%	5%	17%	14%	17%	5%	4%
Doctor, Dentist, Lawyer	0	0	20%	0	5%	0	2%	2%	10%	4%
Others (see below)	60%	20%	50%	11%	31%	54%	38%	26%	27%	28%
Don't know	0	10%	10%	16%	0	7%	8%	20%	13%	4%

Technical Occupations – Included mentions of: Welding, Electronics, Appliance repair, Printing and graphic arts, Auto mechanics, Building trades, Sheet metal work, etc.

Other Types of Work – Included mentions of: Office skills, Medical technologies, Social work, Photography, Civil Service, Highway Patrolman, Pilot, Ceramics, Woodworking, etc.

Among those who say their adult education motivations would be work related and more specifically associated with preparation for a new or different line of work, a business pursuit is the single most frequently mentioned new line of work. Preparation for one of several technical occupations is also frequently mentioned in this context.

"Would it be important to you to receive college credit for courses you might take?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Yes – Important	43%	54%	52%	34%	55%	58%	39%	18%	38%	46%
No – Not Important	54%	44%	45%	64%	43%	38%	57%	82%	58%	50%
Don't know	3%	2%	2%	3%	2%	4%	4%	2%	4%	4%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Yes – Important	100%	35%	59%	48%	34%	47%	46%	41%	42%	45%
No – Not Important	–	61%	39%	51%	61%	50%	53%	56%	54%	50%
Don't know	–	5%	3%	1%	5%	4%	0	3%	4%	5%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Yes – Important	47%	52%	74%	50%	47%	38%	41%	30%	50%	54%
No – Not Important	47%	48%	26%	48%	47%	55%	56%	68%	48%	44%
Don't know	6%	0	0	2%	6%	7%	3%	4%	1%	2%

On the presumption that a decision to get more education had been made, slightly fewer than half of all adults statewide say receiving college credit would be important. Among those most likely to get involved, slightly more than half say college credit would be important. The importance of receiving college credit also tends to be greater among those who have work-related motivations, persons in the youngest age group, those with some post college experience, and those in the $10,000 or higher income groups.

Of those for whom College Credit is Important:

"Do you think you would need to start off by brushing up on your background in the fundamentals like math or English?"

"Would your need at first be for courses at the freshman or sophomore level, or would it be for more advanced or upper level courses?"

"Would completion of a college degree be a goal?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Yes—Need brushing up in fundamentals	62%	56%	51%	72%	57%	59%	63%	76%	58%	64%
Initial Course Level needed										
Freshman/Sophomore	57%	51%	46%	66%	52%	56%	55%	65%	56%	58%
Upper Level	41%	49%	52%	32%	46%	43%	41%	30%	42%	40%
Don't know	2%	1%	2%	1%	2%	1%	3%	5%	2%	2%
Degree Goal										
2 Year Degree	17%	13%	20%	25%	14%	17%	20%	11%	11%	21%
4 Year Degree	39%	41%	28%	40%	40%	41%	36%	41%	47%	36%
Advanced Degree	21%	29%	29%	11%	23%	23%	20%	14%	23%	20%
No / Don't know	23%	17%	23%	24%	23%	19%	24%	35%	19%	23%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Yes – Need brushing up in fundamentals	63%	84%	50%	21%	71%	60%	60%	57%	66%	64%
Initial Course Level needed										
Freshman/Sophomore	57%	82%	49%	–	63%	61%	47%	51%	60%	60%
Upper Level	41%	14%	51%	100%	33%	38%	52%	47%	38%	38%
Don't know	2%	4%	0	0	4%	2%	1%	1%	3%	2%
Degree Goal										
2 Year Degree	17%	30%	8%	0	20%	20%	11%	10%	29%	15%
4 Year Degree	39%	36%	64%	0	37%	41%	39%	46%	36%	36%
Advanced Degree	21%	5%	16%	78%	17%	18%	30%	26%	13%	22%
No / Don't know	23%	29%	13%	21%	16%	16%	20%	15%	19%	21%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Yes – Need brushing up in fundamentals	56%	63%	59%	63%	79%	63%	63%	37%	64%	72%
Initial Course Level Needed										
Freshman/Sophomore	47%	67%	82%	67%	83%	53%	61%	36%	59%	68%
Upper Level	47%	29%	18%	33%	17%	44%	37%	64%	39%	31%
Don't know	5%	4%	0	0	0	4%	3%	0	2%	1%
Degree Goal										
2 Year Degree	28%	17%	39%	10%	9%	28%	12%	2%	18%	21%
4 Year Degree	16%	38%	29%	60%	52%	26%	51%	44%	39%	40%
Advanced Degree	26%	8%	11%	17%	9%	27%	17%	45%	18%	13%
No / Don't know	31%	37%	21%	13%	30%	24%	21%	10%	24%	27%

More than half of those for whom credit would be important, say they would first need backgrounding in fundamentals. Similar numbers say their initial need would be for lower division courses as opposed to upper division courses. Asked about degree objectives, about three out of four of this group (for whom college credit is important) say completion of some degree would be a goal with the largest number identifying a bachelor degree. Those in the highest income group tend most frequently to cite the higher degree goals.

Of those for whom College Credit is NOT IMPORTANT:

"Would it be important to you to receive some other type of formal certification or recognition for courses you might take?"

(If YES: *"What kind or form of recognition or certification would it be important for you to receive?"*)

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Yes – Formal certification or recognition is important	26%	36%	33%	18%	42%	34%	25%	17%	27%	25%
Form of recognition/certification desired										
Certificate (suitable for framing)	44%	40%	35%	57%	36%	42%	41%	58%	45%	42%
Certificate (for use as a future credential)	28%	29%	29%	17%	34%	23%	41%	19%	29%	28%
Diploma	21%	28%	25%	14%	26%	32%	14%	6%	22%	22%
Don't know	6%	4%	8%	12%	5%	3%	5%	19%	4%	8%

(NOTE: CEU was mentioned by only one respondent)

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Yes – Formal certification or recognition is important	–	26%	30%	20%	25%	30%	24%	22%	28%	28%
Form of recognition/certification desired										
Certificate (suitable for framing)	–	50%	43%	18%	39%	46%	45%	44%	46%	45%
Certificate (for use as a future credential)	–	30%	20%	36%	32%	26%	30%	33%	33%	20%
Diploma	–	15%	27%	44%	20%	18%	28%	14%	10%	37%
Don't know	–	7%	7%	4%	9%	9%	0	8%	10%	1%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Yes – Formal certification or recognition is important	21%	50%	43%	33%	27%	23%	28%	8%	36%	37%
Form of recognition/certification desired										
Certificate (suitable for framing)	20%	53%	67%	29%	42%	49%	39%	50%	56%	34%
Certificate (for use as a future credential)	20%	11%	17%	36%	0	31%	28%	19%	27%	30%
Diploma	60%	21%	17%	21%	58%	14%	24%	19%	12%	32%
Don't know	0	16%	0	14%	0	6%	11%	13%	5%	2%

Among those who say earning college credit would not be important, about one-fourth say some other form of recognition would be desirable. A certificate suitable for framing (or in the nature of a personal memento) is most frequently mentioned as the desirable alternate form of recognition.

"Which two or three kinds of questions (listed on card) would be uppermost in your mind if you were thinking about more education?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
What kinds of learning opportunities are available	44%	51%	53%	44%	47%	47%	43%	38%	45%	42%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	35%	39%	42%	34%	40%	43%	36%	19%	35%	36%
What I am suited for; What are my own aptitudes or abilities	43%	44%	51%	44%	42%	46%	45%	35%	41%	44%
What I would need to do to enroll or apply for admission	17%	22%	23%	15%	21%	18%	19%	14%	15%	19%
What kinds of financial assistance are available	28%	29%	29%	24%	32%	38%	22%	22%	24%	30%
How to get credit for "life experiences" or for the skills I have	23%	27%	29%	22%	26%	25%	25%	16%	22%	25%
How I might get help to brush up on fundamentals	24%	25%	22%	27%	22%	21%	25%	28%	23%	25%
None	9%	3%	1%	9%	5%	4%	9%	20%	12%	7%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
What kinds of learning opportunities are available	43%	42%	45%	44%	40%	46%	45%	40%	44%	50%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	43%	37%	36%	29%	28%	39%	38%	36%	39%	31%
What I am suited for; What are my own aptitudes or abilities	47%	44%	43%	41%	40%	48%	42%	40%	46%	44%
What I would need to do to enroll or apply for admission	19%	17%	19%	13%	15%	19%	16%	17%	19%	17%
What kinds of financial assistance are available	34%	30%	28%	19%	36%	33%	19%	25%	23%	34%
How to get credit for "life experiences" or for the skills I have	32%	20%	31%	23%	20%	23%	28%	22%	25%	23%
How I might get help to brush up on fundamentals	22%	25%	25%	20%	19%	25%	28%	25%	22%	25%
None	3%	10%	6%	12%	14%	7%	6%	12%	7%	6%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
What kinds of learning opportunities are available	36%	43%	38%	42%	56%	47%	41%	31%	50%	51%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	36%	33%	63%	68%	30%	31%	44%	24%	43%	35%
What I am suited for; What are my own aptitudes or abilities	61%	57%	50%	47%	60%	44%	44%	32%	43%	53%
What I would need to do to enroll or apply for admission	28%	15%	15%	15%	18%	20%	14%	12%	21%	20%
What kinds of financial assistance are available	39%	37%	20%	24%	40%	28%	22%	22%	27%	39%
How to get credit for "life experiences" or for the skills I have	31%	15%	22%	25%	20%	24%	21%	19%	24%	28%
How I might get help to brush up on fundamentals	19%	26%	20%	19%	34%	21%	21%	23%	20%	26%
None	3%	2%	2%	2%	2%	12%	9%	20%	4%	2%

From among the list of adult education information areas tested, the most frequently mentioned questions are of the type which would help persons reach a decision about the merits of education as adults or about their own suitability. less frequently mentioned are the types of questions which would help persons who are more nearly at the stage of implementing a decision to seek adult education. In general, those most likely to get involved tend in above average numbers to have curiosity about each of the information areas tested.

See following page for response distribution when respondents were asked to identify the single most important type of question they would have about adult education.

"Which ONE of them (kinds of questions about continued education) would be the most important for you to have answered?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
What kinds of learning opportunities are available	22%	23%	23%	25%	21%	24%	19%	24%	24%	21%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	17%	19%	17%	16%	22%	18%	19%	10%	16%	17%
What I am suited for; What are my own aptitudes or abilities	25%	24%	25%	25%	21%	25%	25%	23%	22%	26%
What I would need to do to enroll or apply for admission	4%	5%	7%	3%	5%	3%	5%	2%	3%	4%
What kinds of financial assistance are available	12%	11%	15%	10%	13%	14%	11%	7%	10%	12%
How to get credit for "life experiences" or for the skills I have	10%	11%	12%	9%	10%	9%	13%	8%	11%	10%
How I might get help to brush up on fundamentals	8%	7%	3%	9%	8%	8%	7%	12%	9%	7%
None	2%	0	0	3%	1%	1%	2%	12%	3%	2%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
What kinds of learning opportunities are available	21%	21%	23%	26%	23%	21%	24%	18%	25%	26%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	20%	16%	21%	14%	12%	16%	20%	20%	17%	12%
What I am suited for; What are my own aptitudes or abilities	23%	26%	23%	23%	25%	25%	24%	23%	26%	24%
What I would need to do to enroll or apply for admission	3%	2%	6%	6%	0	4%	6%	6%	3%	2%
What kinds of financial assistance are available	14%	14%	8%	6%	18%	12%	9%	12%	9%	13%
How to get credit for "life experiences" or for the skills I have	13%	8%	11%	15%	8%	11%	11%	10%	9%	11%
How I might get help to brush up on fundamentals	5%	8%	9%	7%	6%	8%	9%	10%	6%	7%
None	0	5%	0	2%	8%	3%	0	1%	6%	5%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
What kinds of learning opportunities are available	20%	28%	21%	15%	18%	26%	23%	19%	23%	20%
What kinds of jobs I might prepare for; and the type and amount of preparation needed	17%	11%	26%	44%	8%	14%	22%	13%	19%	15%
What I am suited for; What are my own aptitudes or abilities	29%	28%	31%	24%	33%	25%	26%	21%	23%	28%
What I would need to do to enroll or apply for admission	3%	0	0	2%	4%	1%	2%	6%	6%	5%
What kinds of financial assistance are available	14%	20%	10%	12%	14%	9%	12%	15%	10%	12%
How to get credit for "life experiences" or for the skills I have	11%	7%	13%	2%	12%	9%	6%	11%	10%	14%
How I might get help to brush up on fundamentals	6%	4%	0	2%	10%	6%	6%	13%	8%	6%
None	0	2%	0	0	0	11%	4%	2%	1%	0

"Are you on the mailing list of any university, community junior college or vocational/technical school to receive information about courses they offer?"

(If not: *"Would you like to be on such a mailing list?"*)

On mailing list of ...	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
University	22%	31%	30%	19%	25%	24%	26%	15%	23%	21%
Community Junior College	13%	18%	12%	13%	12%	10%	18%	10%	11%	14%
Vocational/Technical school	1%	2%	1%	1%	1%	2%	2%	0	1%	1%
None	64%	51%	58%	68%	61%	64%	56%	75%	64%	63%
Percent of those not on list who would like to be	38%	67%	54%	38%	41%	51%	43%	11%	34%	42%

On mailing list of ...	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
University	27%	7%	33%	64%	14%	20%	35%	21%	19%	26%
Community Junior College	13%	10%	17%	14%	6%	12%	19%	15%	13%	9%
Vocational/Technical school	1%	2%	1%	0	2%	1%	0	2%	1%	0
None	59%	81%	49%	21%	79%	67%	46%	61%	67%	65%
Percent of those not on list who would like to be	52%	35%	43%	49%	30%	47%	41%	45%	32%	38%

On mailing list of ...	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
University	29%	26%	5%	24%	8%	20%	30%	23%	25%	14%
Community Junior College	9%	2%	20%	2%	12%	16%	6%	28%	5%	6%
Vocational/Technical school	0	0	0	2%	0	0	1%	2%	1%	2%
None	63%	72%	75%	73%	80%	64%	63%	46%	69%	78%
Percent of those not on list who would like to be	29%	40%	32%	50%	37%	26%	42%	33%	42%	43%

About one-third are currently on an institutional mailing list to receive course information. Among those most likely to get involved in adult education, about half are not on such a list but most would like to be. The largest number of those currently on such mailing lists receive their information from universities rather than from community colleges or from vo-tech schools.

"If you take a realistic look into the future and take into account the fact that practical barriers do exist, how likely do you think you are to involve yourself in some form of adult or continuing education within the next three years? ... Within 10 years?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
For Sure within 3 years	14%	30%	–	8%	19%	20%	12%	3%	13%	14%
Likely within 3 years	32%	70%	–	32%	35%	42%	33%	14%	29%	36%
For sure within 10 years	3%	–	17%	2%	3%	4%	3%	2%	2%	4%
Likely within 10 years	14%	–	83%	15%	16%	14%	16%	3%	12%	18%
Not likely within 10 years	21%	–	–	22%	19%	12%	25%	39%	25%	16%
Definitely not within 10 years	10%	–	–	14%	4%	4%	4%	30%	13%	6%
Don't know	6%	–	–	6%	4%	4%	7%	9%	6%	6%

	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
For Sure within 3 years	21%	8%	22%	25%	11%	14%	17%	17%	10%	13%
Likely within 3 years	38%	30%	35%	37%	24%	37%	35%	34%	31%	32%
For sure within 10 years	4%	1%	6%	7%	1%	4%	5%	1%	4%	6%
Likely within 10 years	13%	11%	15%	17%	12%	17%	15%	13%	15%	16%
Not likely within 10 years	15%	30%	12%	8%	27%	18%	17%	22%	21%	18%
Definitely not within 10 years	6%	13%	7%	4%	17%	6%	6%	11%	11%	7%
Don't know	3%	7%	3%	2%	8%	4%	5%	2%	8%	5%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
For Sure within 3 years	8%	22%	10%	16%	4%	5%	16%	17%	17%	13%
Likely within 3 years	31%	20%	18%	33%	36%	34%	32%	30%	34%	32%
For sure within 10 years	3%	9%	0	5%	2%	3%	9%	2%	2%	1%
Likely within 10 years	19%	15%	18%	19%	10%	18%	10%	10%	13%	11%
Not likely within 10 years	22%	11%	36%	20%	22%	28%	18%	24%	22%	21%
Definitely not within 10 years	8%	11%	15%	7%	12%	8%	7%	15%	9%	13%
Don't know	11%	13%	3%	0	14%	7%	11%	3%	2%	8%

Statewide, 46 percent express a positive liklihood that they will be involved in adult education within the next three years, and an additional 17 percent say they are likely to do so within the next 10 years. Persons with work-related motivations tend to see themselves as somewhat more likely than others to become involved soon. This tendency holds true also for persons in the youngest age group and those who have at least some college experience. Females appear somewhat more inclined than males toward continuing education. Persons with no college experience and those in the lowest income group tend least to anticipate involvement in adult education.

Of those who say they are not likely to or definitely will not get involved in continued education within the next 10 years ... *"Would you say that is more because you don't have a desire for additional education or because there are too many practical barriers?"*

See following page for tabulation of identified practical barriers.

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
No desire	42%	–	–	42%	36%	34%	41%	47%	45%	38%
Too Many Barriers	47%	–	–	48%	51%	53%	50%	41%	42%	52%
Both	6%	–	–	6%	8%	7%	4%	7%	8%	4%
Don't know	5%	–	–	4%	6%	7%	5%	5%	6%	5%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
No desire	28%	43%	33%	46%	39%	40%	43%	54%	38%	32%
Too Many Barriers	60%	45%	58%	49%	52%	46%	43%	41%	49%	50%
Both	5%	7%	3%	3%	4%	10%	3%	3%	8%	8%
Don't know	7%	5%	9%	3%	6%	4%	10%	3%	4%	10%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
No desire	33%	13%	18%	35%	31%	42%	38%	58%	35%	36%
Too Many Barriers	48%	74%	73%	58%	55%	48%	51%	35%	51%	53%
Both	5%	17%	5%	5%	0	8%	7%	5%	9%	2%
Don't know	14%	0	5%	5%	14%	4%	7%	2%	6%	8%

Among those who think they will not become involved in adult education, the existance of practical berriers is cited as the reason by the largest number; followed closely by those who disclaim any desire for additional education. In general, however, the types of Kansans who are most likely to become involved (younger adults, those with some college experience, females – see preceding page) are the same types who, if they aren't likely to forsee future involvement, tend to cite practical barriers rather than lack of desire as the reason.

Of those who say practical barriers (alone or in concert with absence of desire) are the reason they are unlikely to get involved in continued education within the next 10 years ...

"What are the practical barriers that you would have to overcome?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Finding the free time	34%	–	–	33%	34%	38%	49%	20%	39%	29%
Money; the Cost	27%	–	–	23%	34%	47%	28%	10%	27%	29%
My Age	21%	–	–	28%	9%	3%	4%	50%	24%	18%
Family Obligations	18%	–	–	18%	19%	35%	22%	1%	8%	28%
Health Problems	11%	–	–	12%	10%	0	11%	22%	12%	10%
Transportation	5%	–	–	7%	3%	4%	4%	8%	3%	8%
Others (see below)	4%	–	–	5%	7%	3%	5%	7%	5%	7%
Don't know	3%	–	–	2%	3%	4%	1%	4%	4%	2%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Finding the free time	34%	30%	43%	45%	22%	37%	52%	39%	34%	29%
Money; the Cost	42%	30%	30%	5%	29%	34%	13%	26%	32%	25%
My Age	11%	25%	11%	9%	33%	12%	13%	17%	20%	24%
Family Obligations	29%	20%	9%	23%	11%	27%	20%	17%	22%	16%
Health Problems	8%	11%	16%	5%	13%	7%	13%	8%	15%	9%
Transportation	3%	5%	9%	0	11%	3%	0	6%	5%	5%
Others (see below)	4%	6%	2%	10%	7%	3%	8%	8%	5%	3%
Don't know	3%	3%	2%	9%	2%	4%	2%	3%	1%	5%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Finding the free time	18%	19%	44%	31%	5%	37%	33%	62%	41%	7%
Money; the Cost	27%	50%	33%	31%	33%	34%	29%	26%	14%	32%
My Age	9%	6%	11%	31%	29%	29%	18%	18%	11%	32%
Family Obligations	56%	13%	17%	23%	10%	19%	16%	5%	23%	25%
Health Problems	9%	13%	11%	0	14%	20%	7%	10%	7%	11%
Transportation	9%	13%	6%	0	0	3%	7%	8%	0	9%
Others (see below)	9%	0	0	9%	5%	3%	4%	3%	9%	8%
Don't know	0	6%	6%	0	5%	3%	2%	0	7%	4%

Others – Include mentions of: Learning to study again; Community obligations; I'm a poor reader; Language problems; Nothing is offered nearby; Don't know how to find out about courses available.

Among those who do not anticipate becoming involved in adult education because of the practical barriers, free time, money, family obligations are most often identified as the particular constraint by those under 55 years of age. The time constraint is mentioned with above average frequency by persons in the 35-54 age group, by those in the highest income group, and by men generally, while women are much more likely than men to cite family obligations.

AC

"If you wanted to take a course of some kind, do you think the cost or fee would be a major factor in deciding whether or not to take the course?"

"What would you consider to be a reasonable fee or charge for a course you would like to take?"

"What would you say is about the longest distance (one way) you would be willing to travel (once a week) for a course you wanted to take?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Cost a Major Factor										
Yes	58%	54%	62%	55%	56%	65%	50%	48%	49%	61%
No	40%	42%	34%	42%	40%	31%	48%	49%	45%	36%
Don't know	4%	4%	5%	3%	5%	4%	4%	6%	6%	3%
Reasonable Fee										
Mean Response (whole dollars)	75	79	75	69	92	85	68	63	100	55
Travel Limits										
Mean Response (miles)	24	28	24	21	28	27	24	15	25	23

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Cost a Major Factor										
Yes	57%	62%	53%	36%	73%	60%	34%	52%	59%	58%
No	38%	34%	43%	60%	22%	38%	63%	45%	35%	37%
Don't know	4%	5%	4%	4%	6%	4%	2%	3%	6%	5%
Reasonable Fee										
Mean Response (whole dollars)	83	81	70	67	77	70	84	84	70	67
Travel Limits										
Mean Response (miles)	29	21	25	30	19	26	24	21	28	23

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Cost a Major Factor										
Yes	56%	48%	72%	55%	70%	52%	48%	55%	55%	69%
No	44%	41%	27%	42%	28%	39%	46%	44%	42%	28%
Don't know	0	11%	0	3%	2%	8%	6%	1%	2%	3%
Reasonable Fee										
Mean Response (whole dollars)	51	52	93	114	84	51	74	64	92	90
Travel Limits										
Mean Response (miles)	20	28	35	30	27	23	28	19	21	27

Slightly fewer than six out of ten say cost would be a major factor in deciding whether or not to take a course. Among those in the youngest age group, among females and among those in the lowest income group concern with cost is somewhat more widespread. Persons in the youngest age group tend to anticipate course fees which are higher than those anticipated by older citizens. Women, on the other hand, are more likely than men to view cost as a major decision factor and they tend to anticipate course fees which are lower than those anticipated by men. With the exception of persons in the oldest age group, there are not wide differences among tabulated groups in tolerance for travel to take a desired course.

"If a fee were involved, would it be an advantage to you to be able to pay in installments or by credit card?"

"If you had decided to take a course, would just getting the free time (once a week) to do it be a problem for you?"

		Likely within ...		Interested for ...		Age				
Flexible Payment Advantage	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Yes – Installments	54%	57%	59%	49%	60%	67%	48%	38%	52%	56%
Yes – Credit Card	9%	10%	11%	10%	11%	7%	10%	12%	10%	8%
No	33%	33%	29%	42%	31%	26%	41%	52%	38%	36%
Don't know	5%	3%	6%	4%	3%	3%	5%	5%	4%	5%
Free Time a Problem										
Yes	34%	32%	41%	33%	35%	34%	45%	21%	34%	34%
No	63%	66%	57%	66%	63%	64%	53%	77%	64%	63%
Don't know	3%	2%	2%	2%	2%	3%	3%	2%	3%	2%

		College Experience			Income			Residents of ...		
Flexible Payment Advantageous	College Credit Important	None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Yes – Installments	64%	50%	52%	38%	64%	61%	39%	53%	51%	56%
Yes – Credit Card	10%	7%	12%	16%	7%	8%	13%	9%	9%	9%
No	26%	33%	38%	49%	29%	31%	48%	37%	39%	34%
Don't know	3%	8%	3%	3%	6%	4%	3%	3%	7%	3%
Free Time a Problem										
Yes	34%	31%	39%	40%	29%	35%	41%	36%	35%	28%
No	64%	65%	60%	59%	70%	64%	58%	62%	62%	68%
Don't know	2%	3%	1%	1%	5%	1%	1%	2%	3%	4%

	Designated Areas					Congressional Districts				
Flexible Payment Advantageous	1	2	3	4	5	1	2	3	4	5
Yes – Installments	58%	67%	63%	55%	63%	53%	48%	48%	57%	62%
Yes – Credit Card	11%	15%	10%	7%	2%	10%	7%	8%	14%	10%
No	22%	22%	35%	40%	31%	35%	45%	44%	32%	28%
Don't know	11%	7%	2%	2%	4%	8%	5%	4%	2%	4%
Free Time a Problem										
Yes	46%	13%	38%	30%	24%	39%	31%	47%	30%	23%
No	54%	87%	64%	68%	76%	58%	68%	51%	70%	77%
Don't know	0	0	0	2%	0	6%	4%	2%	1%	1%

The idea of payment alternatives other than cash in advance is appealing to a majority, with an installment approach drawing widest support, particularly among the youngest adults. A credit card payment approach draws some support which tends to increase slightly with age, with income and with college experience. Free time is seen as a problem by about one-third statewide with persons in the middle age group, and those in the highest income group most likely to acknowledge time constraints.

"Is there a particular day (or evening) of the week that would be best or easiest for you?"
"Are there days or evenings that would be impossible or very difficult for you?"

1 = Monday
2 = Tuesday
3 = Wednesday
4 = Thursday
5 = Friday
6 = Saturday
7 = Sunday

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Best Days										
Most frequently mentioned	2	2	2	2	2	2	2	2	2	2
2nd most frequently mentioned	3	3	3	3/1	3	3	3	1	3	1
3rd most frequently mentioned	1	1	1	3/1	4	1	4	3	1	3
4th most frequently mentioned	4	4	4	4	1	4	1	4	4	4
Percent who said Don't know/They're all the same	54%	46%	52%	54%	48%	48%	50%	70%	56%	52%
Worst Days										
Most frequently mentioned	7	7	6	7	7	7/6	7	7	7	7
2nd most frequently mentioned	6	6	7	6	6	7/6	6	6	6	6
3rd most frequently mentioned	5	5	5	5	5	5	5	3	5	5
4th most frequently mentioned	1	1	1/3	3	1	1	1	1/2	1	3
Percent who said Don't know/They're all the same	45%	38%	45%	43%	39%	41%	44%	52%	50%	40%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Best Days										
Most frequently mentioned	2	2	2/3	2	1	2	2	2	2	2
2nd most frequently mentioned	3	3	2/3	3	2	3	3	3	1	3
3rd most frequently mentioned	1	1	1	4	3	1	1	1	3	1
4th most frequently mentioned	4	4	4	1	4	4	4	4	4	4
Percent who said Don't know/They're all the same	47%	59%	48%	41%	69%	51%	40%	54%	55%	54%
Worst Days										
Most frequently mentioned	7	7	6	7	7	7	7	7	7	7
2nd most frequently mentioned	6	6	7	6	6	6	6	6	5	6
3rd most frequently mentioned	5	5	5	5	5	5	5	5	6	5
4th most frequently mentioned	1	1	2	1	1/3	1	1	1	1	1
Percent who said Don't know/They're all the same	39%	48%	39%	37%	60%	40%	36%	47%	42%	44%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Best Days										
Most frequently mentioned	3	2	3	3	3	3	2	2	2	2
2nd most frequently mentioned	1	1	4	1	1	2	1	3	3	3
3rd most frequently mentioned	2	3	2	2	2	4	3	1	1	1
4th most frequently mentioned	4	4	1	4	4/5	1	4	4	4	4
Percent who said Don't know/They're all the same	32%	70%	50%	55%	44%	63%	57%	63%	37%	50%
Worst Days										
Most frequently mentioned	6	6/7	5/7	6/7	7	7	7	7	7	5
2nd most frequently mentioned	7	6/7	5/7	6/7	5	6	6	6	6	7
3rd most frequently mentioned	3/5	5	6/1	3	3	2/4	5	1	5	6
4th most frequently mentioned	3/5	1	6/1	1	6	2/4	1	5	1	3
Percent who said Don't know/They're all the same	16%	34%	27%	56%	39%	49%	45%	57%	27%	45%

Among the approximately one-half who express day-of-week preferences, Tuesday, Wednesday and Monday are most frequently cited as the best or most convenient days for adult education participation. Sunday, Saturday and Friday are most often identified as the worst or least convenient days. Little variation in these patterns occurs across the different tabulated groups.

COMPARATIVE DESIRABILITY OF SELECTED COURSE CHARACTERISTICS

Mean Response: Synthesized from a rating scale where a course characteristic viewed as a "strong plus" is rated 1 and a course characteristic viewed as a "strong minus" is rated 5. See following pages for response distributions for individual course characteristics.

A Strong Plus	A Plus	Makes No Difference	A Minus	Strong Minus
1	2	3	4	5

Course Characteristic	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Instructor has practical experience	1.55	1.48	1.49	1.59	1.48	1.46	1.48	1.81	1.54	1.56
Small class (15 or fewer)	1.86	1.74	1.92	1.86	1.82	1.80	1.86	1.97	1.88	1.84
Discussion rather than lecture	2.02	1.95	2.13	2.07	1.98	2.02	2.02	2.03	2.00	2.04
Lasts several weeks	2.35	2.32	2.33	2.38	2.36	2.29	2.36	2.44	2.34	2.36
Meets in the evening	2.38	2.32	2.29	2.45	2.30	2.32	2.26	2.61	2.22	2.49
Meets once a week	2.41	2.48	2.35	2.35	2.47	2.56	2.30	2.27	2.51	2.33
No tests or grades	2.55	2.74	2.64	2.46	2.65	2.64	2.59	2.33	2.57	2.54
No homework or outside study	2.80	2.98	2.92	2.68	2.95	2.92	2.74	2.63	2.82	2.77
Meets on a college campus	2.86	2.73	2.82	2.86	2.78	2.70	2.90	3.12	2.86	2.85

Course Characteristic	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Instructor has practical experience	1.45	1.62	1.42	1.45	1.72	1.49	1.44	1.53	1.59	1.55
Small class (15 or fewer)	1.77	1.90	1.79	1.78	1.97	1.80	1.82	1.80	1.94	1.87
Discussion rather than lecture	1.99	2.01	2.04	2.01	2.04	2.00	2.00	2.05	2.01	1.97
Lasts several weeks	2.25	2.38	2.25	2.39	2.38	2.29	2.43	2.35	2.33	2.37
Meets in the evening	2.39	2.40	2.35	2.31	2.54	2.34	2.24	2.43	2.27	2.37
Meets once a week	2.58	2.44	2.48	2.20	2.40	2.48	2.38	2.45	2.25	2.51
No tests or grades	2.74	2.45	2.71	2.68	2.50	2.55	2.65	2.63	2.52	2.49
No homework or outside study	3.02	2.85	2.96	3.08	2.87	2.87	2.86	2.82	2.75	2.81
Meets on a college campus	2.55	3.02	2.84	2.57	3.03	2.85	2.74	2.66	3.12	2.89

Course Characteristic	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Instructor has practical experience	1.22	1.38	1.57	1.53	1.74	1.58	1.51	1.54	1.56	1.54
Small class (15 or fewer)	1.67	1.49	1.85	1.95	1.78	2.11	1.79	1.80	1.82	1.76
Discussion rather than lecture	2.22	1.73	2.07	2.13	2.08	1.92	2.04	2.01	2.20	1.93
Lasts several weeks	2.38	2.36	2.42	2.57	2.56	2.46	2.41	2.26	2.39	2.23
Meets in the evening	2.31	2.58	2.25	2.43	2.70	2.31	2.30	2.38	2.46	2.42
Meets once a week	2.33	2.51	2.47	2.57	2.82	2.34	2.43	2.28	2.49	2.55
No tests or grades	2.69	2.33	2.72	2.47	2.54	2.47	2.56	2.57	2.54	2.60
No homework or outside study	2.74	2.78	2.88	2.70	3.10	2.45	2.79	2.74	2.96	3.04
Meets on a college campus	2.78	2.82	2.80	2.50	2.82	3.37	2.81	2.68	2.65	2.78

The tested course characteristics are arrayed above in descending order of desirability (lowest mean response value indicates greatest desirability) as expressed by the total statewide sample. In general, those in the younger age groups tend to place greater importance than those older on course characteristics which might be associated with academic quality or rigor (experience of instructor, size of class). And those in the youngest age groups tend to be less attracted than older people by absence of tests, grades and outside study requirements. Tables R-16 through R-24 present full displays of responses for each of the tested course characteristics.

"If a course you were thinking about taking ... had an instructor with practical work experience in the field he/she is teaching about ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	56%	61%	59%	54%	61%	62%	59%	42%	57%	56%
2 = Plus	36%	34%	36%	36%	33%	31%	36%	41%	35%	36%
3 = Makes No Difference	7%	4%	4%	8%	5%	5%	4%	13%	8%	6%
4 = Minus	1%	1%	1%	1%	1%	1%	0	1%	0	1%
5 = Strong Minus	1%	0	1%	1%	1%	0	1%	3%	0	1%
Mean Response	1.56	1.46	1.49	1.59	1.48	1.46	1.46	1.11	1.54	1.56

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	62%	53%	65%	58%	49%	59%	63%	57%	54%	57%
2 = Plus	33%	38%	30%	38%	38%	35%	32%	35%	36%	34%
3 = Makes No Difference	4%	9%	3%	3%	13%	5%	4%	6%	8%	7%
4 = Minus	1%	1%	0	0	1%	1%	0	1%	1%	0
5 = Strong Minus	0	1%	1%	0	2%	1%	1%	0	1%	1%
Mean Response	1.45	1.62	1.42	1.46	1.72	1.49	1.44	1.53	1.59	1.55

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	83%	78%	50%	58%	46%	61%	61%	55%	53%	54%
2 = Plus	11%	13%	42%	33%	38%	27%	29%	37%	41%	39%
3 = Makes No Difference	6%	7%	7%	5%	14%	9%	8%	8%	3%	7%
4 = Minus	0	0	0	3%	0	1%	1%	0	1%	1%
5 = Strong Minus	0	2%	0	0	2%	3%	1%	0	1%	1%
Mean Response	1.22	1.38	1.57	1.53	1.74	1.58	1.51	1.54	1.56	1.54

"If a course you were thinking about taking ... was a small class (15 people or fewer) ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	35%	42%	33%	34%	36%	38%	34%	30%	34%	35%
2 = Plus	47%	44%	45%	47%	49%	45%	48%	47%	45%	47%
3 = Makes No Difference	17%	14%	21%	17%	14%	16%	16%	21%	20%	16%
4 = Minus	1%	1%	2%	1%	1%	1%	2%	1%	1%	1%
5 = Strong Minus	0	0	0	0	0	0	0	1%	0	1%
Mean Response	1.86	1.74	1.92	1.86	1.82	1.80	1.86	1.97	1.88	1.84

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	39%	33%	40%	38%	31%	37%	38%	35%	31%	38%
2 = Plus	46%	46%	43%	49%	43%	46%	48%	50%	48%	41%
3 = Makes No Difference	13%	20%	15%	12%	23%	16%	14%	14%	22%	19%
4 = Minus	1%	1%	2%	2%	2%	0	2%	0	1%	2%
5 = Strong Minus	0	0	0	0	0	0	0	0	1%	0
Mean Response	1.77	1.90	1.79	1.78	1.97	1.80	1.82	1.80	1.94	1.87

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	58%	60%	30%	30%	42%	29%	40%	32%	35%	39%
2 = Plus	28%	31%	57%	47%	40%	38%	42%	56%	49%	48%
3 = Makes No Difference	11%	9%	10%	22%	16%	31%	17%	11%	15%	13%
4 = Minus	6%	0	2%	2%	2%	2%	1%	0	1%	1%
5 = Strong Minus	0	0	0	0	0	2%	0	0	0	0
Mean Response	1.67	1.49	1.85	1.95	1.78	2.11	1.79	1.80	1.82	1.76

"If a course you were thinking about taking ... was a 'discussion' rather than a 'sit and listen' course ... would you consider that a ... "

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
1 = Strong Plus	30%	33%	24%	29%	28%	28%	29%	31%	30%	29%
2 = Plus	47%	48%	49%	49%	53%	49%	48%	44%	48%	48%
3 = Makes No Difference	15%	14%	19%	14%	13%	15%	15%	16%	15%	16%
4 = Minus	7%	6%	6%	8%	5%	6%	7%	8%	7%	7%
5 = Strong Minus	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%
Mean Response	2.02	1.95	2.13	2.07	1.98	2.02	2.02	2.03	2.00	2.04

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
1 = Strong Plus	30%	30%	29%	28%	32%	29%	29%	27%	29%	34%
2 = Plus	49%	47%	45%	53%	41%	50%	52%	50%	49%	43%
3 = Makes No Difference	14%	15%	19%	10%	18%	15%	11%	14%	15%	17%
4 = Minus	6%	6%	6%	8%	7%	6%	9%	8%	6%	5%
5 = Strong Minus	1%	1%	0	1%	1%	1%	0	0	1%	1%
Mean Response	1.99	2.01	2.04	2.01	2.04	2.00	2.00	2.05	2.01	1.97

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
1 = Strong Plus	36%	47%	25%	27%	30%	35%	31%	27%	22%	33%
2 = Plus	28%	36%	55%	48%	42%	45%	43%	53%	50%	48%
3 = Makes No Difference	17%	16%	10%	12%	20%	14%	18%	13%	16%	16%
4 = Minus	17%	2%	7%	12%	6%	5%	7%	8%	11%	4%
5 = Strong Minus	3%	0	2%	2%	2%	2%	1%	0	1%	1%
Mean Response	2.22	1.73	2.07	2.13	2.08	1.92	2.04	2.01	2.20	1.93

"If a course you were thinking about taking ... is stretched out over several weeks rather than compressed into a short time period ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	17%	21%	20%	17%	17%	19%	18%	13%	16%	18%
2 = Plus	47%	44%	44%	47%	48%	48%	48%	47%	48%	45%
3 = Makes No Difference	23%	22%	23%	22%	22%	23%	21%	27%	22%	24%
4 = Minus	11%	11%	9%	11%	13%	11%	12%	9%	11%	10%
5 = Strong Minus	2%	3%	4%	3%	2%	2%	3%	4%	2%	3%
Mean Response	2.36	2.32	2.33	2.38	2.38	2.29	2.36	2.44	2.34	2.38

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	21%	18%	18%	14%	18%	18%	17%	14%	21%	18%
2 = Plus	47%	43%	51%	49%	41%	49%	44%	51%	43%	42%
3 = Makes No Difference	19%	24%	20%	26%	30%	21%	21%	22%	22%	27%
4 = Minus	11%	12%	8%	9%	8%	10%	17%	11%	12%	10%
5 = Strong Minus	2%	2%	2%	3%	3%	2%	2%	2%	3%	3%
Mean Response	2.25	2.38	2.25	2.39	2.38	2.29	2.43	2.35	2.33	2.37

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	28%	29%	15%	13%	14%	19%	19%	10%	18%	21%
2 = Plus	36%	38%	47%	42%	32%	38%	44%	60%	44%	44%
3 = Makes No Difference	14%	16%	17%	23%	40%	26%	19%	24%	21%	26%
4 = Minus	17%	11%	20%	18%	12%	12%	13%	5%	15%	8%
5 = Strong Minus	6%	9%	0	3%	2%	5%	5%	0	2%	1%
Mean Response	2.36	2.36	2.42	2.57	2.56	2.46	2.41	2.26	2.39	2.23

"If a course you were thinking about taking ... meets in the evening ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	22%	25%	20%	19%	24%	24%	26%	14%	25%	20%
2 = Plus	38%	38%	36%	41%	40%	38%	41%	37%	41%	37%
3 = Makes No Difference	22%	21%	18%	20%	20%	22%	17%	27%	23%	21%
4 = Minus	14%	13%	17%	16%	14%	12%	13%	16%	9%	17%
5 = Strong Minus	4%	4%	2%	4%	3%	3%	3%	5%	2%	5%
Mean Response	2.38	2.32	2.29	2.45	2.30	2.32	2.28	2.61	2.22	2.49

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	24%	21%	25%	24%	15%	24%	27%	18%	25%	26%
2 = Plus	37%	39%	37%	41%	37%	38%	41%	43%	39%	33%
3 = Makes No Difference	19%	23%	20%	20%	30%	20%	16%	21%	23%	23%
4 = Minus	14%	13%	15%	12%	12%	15%	13%	15%	11%	13%
5 = Strong Minus	5%	4%	3%	4%	5%	3%	3%	4%	2%	5%
Mean Response	2.39	2.40	2.35	2.31	2.54	2.34	2.24	2.43	2.27	2.37

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	37%	24%	20%	17%	20%	26%	26%	17%	16%	25%
2 = Plus	23%	24%	52%	45%	22%	35%	38%	45%	45%	31%
3 = Makes No Difference	17%	27%	13%	20%	34%	23%	22%	21%	18%	25%
4 = Minus	17%	18%	13%	15%	16%	13%	11%	14%	15%	15%
5 = Strong Minus	6%	7%	2%	3%	8%	3%	4%	2%	4%	5%
Mean Response	2.31	2.58	2.25	2.43	2.70	2.31	2.30	2.38	2.46	2.42

"If a course you were thinking about taking ... meets only one time a week ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	18%	18%	22%	18%	17%	17%	23%	15%	15%	21%
2 = Plus	41%	40%	41%	45%	41%	37%	41%	50%	40%	43%
3 = Makes No Difference	24%	20%	20%	22%	21%	21%	23%	28%	28%	21%
4 = Minus	15%	19%	15%	14%	18%	23%	11%	6%	17%	14%
5 = Strong Minus	2%	2%	2%	1%	2%	2%	3%	1%	2%	2%
Mean Response	2.41	2.48	2.35	2.35	2.47	2.56	2.30	2.27	2.51	2.33

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	18%	18%	19%	18%	19%	18%	19%	15%	24%	18%
2 = Plus	38%	41%	37%	51%	38%	40%	43%	46%	41%	37%
3 = Makes No Difference	20%	23%	23%	25%	27%	21%	23%	21%	22%	29%
4 = Minus	23%	18%	19%	6%	13%	20%	13%	17%	12%	15%
5 = Strong Minus	3%	2%	2%	1%	2%	2%	2%	2%	1%	3%
Mean Response	2.58	2.44	2.48	2.20	2.40	2.48	2.36	2.45	2.25	2.51

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	33%	24%	17%	15%	10%	25%	17%	18%	15%	17%
2 = Plus	19%	31%	42%	40%	22%	34%	44%	50%	44%	34%
3 = Makes No Difference	31%	20%	17%	20%	48%	25%	21%	23%	19%	29%
4 = Minus	14%	18%	20%	23%	20%	12%	16%	10%	19%	19%
5 = Strong Minus	3%	7%	2%	2%	2%	3%	2%	0	2%	2%
Mean Response	2.33	2.51	2.41	2.57	2.82	2.34	2.43	2.28	2.49	2.55

"If a course you were thinking about taking ... was for information only and there were no tests or grades ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	16%	11%	17%	18%	12%	12%	17%	22%	16%	16%
2 = Plus	37%	38%	31%	38%	39%	38%	38%	38%	37%	38%
3 = Makes No Difference	26%	26%	30%	26%	23%	27%	24%	26%	25%	26%
4 = Minus	18%	24%	15%	16%	22%	21%	19%	11%	20%	16%
5 = Strong Minus	3%	4%	7%	2%	4%	3%	4%	3%	2%	4%
Mean Response	2.55	2.74	2.64	2.46	2.65	2.64	2.59	2.33	2.57	2.54

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	14%	19%	12%	12%	19%	16%	13%	12%	16%	20%
2 = Plus	34%	38%	37%	34%	38%	37%	37%	38%	39%	35%
3 = Makes No Difference	21%	25%	24%	31%	26%	25%	27%	26%	25%	26%
4 = Minus	26%	15%	25%	17%	15%	20%	19%	21%	15%	16%
5 = Strong Minus	5%	3%	3%	5%	4%	2%	4%	2%	4%	4%
Mean Response	2.74	2.45	2.71	2.68	2.50	2.56	2.65	2.63	2.52	2.49

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	14%	27%	5%	20%	26%	24%	18%	9%	12%	17%
2 = Plus	31%	33%	47%	33%	16%	30%	33%	48%	44%	31%
3 = Makes No Difference	33%	24%	17%	28%	38%	26%	29%	23%	23%	28%
4 = Minus	17%	11%	30%	17%	18%	15%	16%	19%	18%	21%
5 = Strong Minus	6%	4%	0	2%	2%	6%	5%	1%	2%	2%
Mean Response	2.69	2.33	2.72	2.47	2.54	2.47	2.56	2.57	2.54	2.60

"If a course you were thinking about taking ... required no homework or outside study ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	14%	10%	10%	16%	11%	11%	15%	20%	13%	16%
2 = Plus	29%	28%	29%	32%	24%	28%	31%	28%	29%	29%
3 = Makes No Difference	23%	25%	24%	21%	28%	25%	20%	24%	25%	22%
4 = Minus	30%	36%	34%	27%	37%	32%	33%	24%	29%	31%
5 = Strong Minus	3%	3%	3%	3%	2%	5%	1%	4%	4%	3%
Mean Response	2.80	2.96	2.92	2.88	2.96	2.92	2.74	2.83	2.82	2.77

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	11%	18%	9%	8%	16%	13%	13%	12%	16%	17%
2 = Plus	24%	31%	28%	23%	32%	25%	30%	33%	28%	22%
3 = Makes No Difference	23%	22%	25%	24%	24%	28%	19%	21%	24%	28%
4 = Minus	39%	28%	34%	40%	24%	33%	35%	31%	28%	32%
5 = Strong Minus	4%	3%	4%	4%	4%	3%	3%	3%	4%	2%
Mean Response	3.02	2.85	2.96	3.08	2.87	2.87	2.86	2.82	2.75	2.81

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	20%	22%	10%	10%	6%	26%	16%	13%	9%	8%
2 = Plus	28%	20%	32%	38%	22%	29%	26%	38%	29%	23%
3 = Makes No Difference	20%	22%	17%	27%	30%	24%	26%	18%	21%	27%
4 = Minus	29%	29%	40%	22%	40%	18%	28%	30%	37%	39%
5 = Strong Minus	6%	7%	0	3%	2%	4%	5%	3%	4%	3%
Mean Response	2.74	2.78	2.88	2.70	3.10	2.45	2.79	2.74	2.96	3.04

"If a course you were thinking about taking ... meets on a college campus ... would you consider that a ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Strong Plus	6%	6%	5%	6%	6%	7%	4%	5%	6%	5%
2 = Plus	29%	34%	28%	27%	30%	34%	28%	19%	28%	30%
3 = Makes No Difference	48%	48%	53%	47%	50%	44%	51%	47%	47%	47%
4 = Minus	12%	9%	9%	14%	9%	9%	10%	19%	12%	11%
5 = Strong Minus	7%	5%	6%	6%	6%	5%	7%	11%	7%	7%
Mean Response	2.88	2.73	2.82	2.88	2.78	2.70	2.90	3.12	2.86	2.85

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Strong Plus	9%	4%	7%	9%	8%	5%	4%	6%	3%	7%
2 = Plus	40%	25%	35%	34%	23%	31%	32%	38%	23%	25%
3 = Makes No Difference	41%	47%	46%	49%	39%	46%	53%	48%	46%	47%
4 = Minus	6%	15%	6%	5%	18%	11%	9%	10%	13%	11%
5 = Strong Minus	4%	10%	3%	3%	12%	7%	2%	1%	14%	9%
Mean Response	2.55	3.02	2.64	2.57	3.03	2.85	2.74	2.66	3.12	2.89

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Strong Plus	14%	11%	2%	8%	8%	7%	6%	5%	5%	5%
2 = Plus	17%	24%	40%	42%	28%	17%	29%	35%	37%	28%
3 = Makes No Difference	53%	40%	32%	43%	58%	37%	48%	46%	47%	58%
4 = Minus	11%	20%	25%	5%	6%	12%	12%	13%	10%	10%
5 = Strong Minus	6%	4%	0	2%	0	28%	5%	0	1%	2%
Mean Response	2.78	2.82	2.80	2.50	2.60	3.37	2.81	2.68	2.65	2.78

COMPARATIVE DESIRABILITY OF SELECTED COURSE DELIVERY METHODS

Mean Responses: Synthesized from a rating scale where a delivery method "liked very much" is rated 1, and a delivery method "disliked very much" is rated 4. See following pages for response distributions for individual delivery methods.

Like Very Much (1) — OK (2) — Dislike a Little (3) — Dislike Very Much (4)

Course Delivery Method	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Traditional—class members and instructor together	1.44	1.33	1.35	1.46	1.35	1.38	1.40	1.81	1.46	1.43
TV lectures with some classroom sessions	2.56	2.44	2.48	2.57	2.53	2.47	2.59	2.64	2.56	2.53
Correspondence	2.71	2.64	2.65	2.72	2.68	2.66	2.73	2.79	2.77	2.67
Local classroom audio-linked to off-site instructor	2.79	2.74	2.81	2.85	2.70	2.74	2.78	2.91	2.85	2.74
Newspaper	2.85	2.83	2.79	2.79	2.93	2.75	2.87	3.00	2.92	2.78
Radio lectures with some classroom sessions	2.85	2.74	2.78	2.83	2.91	2.77	2.89	2.95	2.88	2.82

Course Delivery Method	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ...: SMSA's	Residents of ...: Rural	Residents of ...: Other Urban
Traditional—class members and instructor together	1.30	1.50	1.38	1.32	1.56	1.42	1.35	1.45	1.52	1.37
TV lectures with some classroom sessions	2.40	2.64	2.43	2.36	2.69	2.50	2.49	2.42	2.61	2.69
Correspondence	2.62	2.70	2.78	2.68	2.71	2.66	2.73	2.58	2.77	2.89
Local classroom audio-linked to off-site instructor	2.86	2.83	2.74	2.71	2.90	2.70	2.78	2.69	2.84	2.88
Newspaper	2.83	2.86	2.85	2.78	2.89	2.81	2.79	2.70	2.91	3.01
Radio lectures with some classroom sessions	2.71	2.91	2.80	2.66	2.93	2.78	2.87	2.71	2.94	2.93

Course Delivery Method	Designated Areas: 1	2	3	4	5	Congressional Districts: 1	2	3	4	5
Traditional—class members and instructor together	1.47	1.38	1.25	1.40	1.30	1.60	1.44	1.50	1.35	1.32
TV lectures with some classroom sessions	2.64	2.53	3.00	2.32	2.52	2.94	2.31	2.50	2.54	2.44
Correspondence	2.94	2.49	3.07	2.53	2.62	3.04	2.47	2.47	2.95	2.63
Local classroom audio-linked to off-site instructor	2.92	2.44	2.95	2.57	2.72	3.06	2.62	2.61	2.91	2.74
Newspaper	2.94	2.62	3.07	2.78	3.02	3.25	2.69	2.59	2.89	2.82
Radio lectures with some classroom sessions	3.19	2.91	3.20	2.95	2.72	3.29	2.75	2.64	2.84	2.72

The traditional classroom approach to learning is very much the preferred approach. This is particularly true among those most likely to become involved in adult education, those in the youngest age group, those for whom college credit is important, those who have some college experience and those in the highest income group. Tables R-26 through R-31 present full displays of responses for each of the tested course delivery methods. Responses to an open-ended question about preferred course delivery methods (R-32) reinforce the inference that the traditional approach is most widely preferred.

"If a course you were thinking about taking ... is presented in the traditional way with instructor and class members meeting together ... is that something you would ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	68%	70%	66%	64%	68%	66%	66%	59%	63%	66%
2 = OK	30%	27%	33%	29%	30%	30%	30%	28%	32%	28%
3 = Dislike a Little	3%	2%	1%	4%	1%	2%	3%	6%	2%	4%
4 = Dislike Very Much	2%	0	0	3%	1%	1%	1%	5%	2%	2%
[Don't know]	0	0	0	0	0	0	0	1%	0	0
Mean Response	1.44	1.33	1.35	1.46	1.35	1.38	1.40	1.61	1.46	1.43

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	71%	61%	69%	71%	61%	64%	68%	63%	61%	68%
2 = OK	28%	32%	28%	28%	29%	32%	29%	31%	30%	28%
3 = Dislike a Little	1%	4%	3%	2%	4%	4%	2%	4%	4%	2%
4 = Dislike Very Much	0	2%	2%	1%	5%	1%	1%	2%	4%	1%
[Don't know]	0	1%	0	0	1%	0	0	0	1%	0
Mean Response	1.30	1.50	1.38	1.32	1.56	1.42	1.35	1.45	1.52	1.37

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	58%	69%	85%	60%	72%	53%	64%	64%	68%	73%
2 = OK	38%	29%	10%	40%	26%	39%	30%	27%	29%	23%
3 = Dislike a Little	6%	0	0	0	2%	4%	4%	5%	0	4%
4 = Dislike Very Much	0	2%	5%	0	0	3%	2%	3%	1%	1%
[Don't know]	0	0	0	0	0	2%	0	0	0	0
Mean Response	1.47	1.36	1.25	1.40	1.30	1.60	1.44	1.50	1.35	1.32

"If a course you were thinking about taking ... had class members go to a local classroom where there is a telephone/loud speaker hook-up with an instructor at a college or university ... is that something you would ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	6%	5%	5%	5%	6%	5%	5%	7%	5%	6%
2 = OK	40%	42%	40%	39%	41%	42%	41%	36%	40%	41%
3 = Dislike a Little	28%	29%	27%	26%	27%	30%	27%	20%	24%	28%
4 = Dislike Very Much	26%	21%	26%	28%	22%	22%	25%	33%	28%	23%
(Don't know)	2%	2%	3%	3%	2%	2%	2%	4%	3%	2%
Mean Response	2.79	2.74	2.81	2.85	2.74	2.74	2.78	2.91	2.85	2.74

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	7%	6%	5%	3%	4%	8%	4%	3%	6%	8%
2 = OK	44%	38%	41%	48%	37%	42%	40%	45%	39%	35%
3 = Dislike a Little	28%	24%	32%	26%	26%	25%	30%	33%	21%	23%
4 = Dislike Very Much	21%	28%	20%	24%	28%	22%	26%	18%	31%	30%
(Don't know)	2%	3	2%	0	4%	3%	0	1%	2%	5%
Mean Response	2.66	2.83	2.74	2.71	2.90	2.70	2.78	2.69	2.84	2.88

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	8%	18%	7%	3%	8%	5%	7%	1%	5%	10%
2 = OK	42%	38%	30%	52%	44%	31%	47%	53%	31%	39%
3 = Dislike a Little	14%	27%	22%	30%	24%	24%	25%	30%	31%	21%
4 = Dislike Very Much	33%	18%	40%	15%	16%	38%	20%	15%	31%	28%
(Don't know)	6%	0	0	0	8%	5%	2%	1%	1%	4%
Mean Response	2.92	2.44	2.96	2.57	2.72	3.06	2.62	2.61	2.91	2.74

"If a course you were thinking about taking ... is presented over a local Radio station and includes some sessions with an instructor ... is that something you would ..."

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	4%	5%	6%	4%	3%	5%	4%	4%	4%	4%
2 = OK	36%	38%	34%	40%	29%	36%	34%	35%	33%	37%
3 = Dislike a Little	34%	37%	39%	27%	43%	39%	33%	28%	35%	33%
4 = Dislike Very Much	24%	19%	18%	27%	23%	18%	28%	30%	25%	23%
[Don't know]	2%	1%	3%	2%	2%	2%	2%	4%	2%	2%
Mean Response	2.85	2.74	2.78	2.83	2.91	2.77	2.89	2.95	2.88	2.82

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	7%	4%	4%	8%	2%	5%	4%	4%	3%	5%
2 = OK	37%	35%	35%	40%	35%	39%	33%	41%	34%	29%
3 = Dislike a Little	31%	31%	41%	38%	33%	33%	36%	35%	30%	38%
4 = Dislike Very Much	17%	29%	19%	15%	25%	21%	27%	19%	32%	23%
[Don't know]	2%	3%	2%	1%	4%	3%	0	1%	1%	5%
Mean Response	2.71	2.91	2.80	2.66	2.93	2.78	2.87	2.71	2.94	2.93

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	8%	2%	7%	7%	4%	3%	5%	1%	5%	6%
2 = OK	22%	29%	20%	20%	40%	17%	37%	49%	34%	40%
3 = Dislike a Little	19%	47%	17%	45%	42%	34%	37%	35%	32%	34%
4 = Dislike Very Much	42%	20%	55%	28%	8%	42%	19%	14%	27%	18%
[Don't know]	8%	2%	0	0	6%	5%	2%	1%	1%	3%
Mean Response	3.19	2.91	3.20	2.95	2.72	3.29	2.75	2.64	2.84	2.72

"If a course you were thinking about taking ... is presented over a local TV station and includes some classroom sessions with an instructor ... is that something you would ..."

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	9%	11%	14%	8%	10%	12%	8%	7%	9%	9%
2 = OK	47%	49%	43%	49%	46%	47%	46%	50%	47%	48%
3 = Dislike a Little	25%	26%	28%	23%	27%	27%	27%	19%	23%	26%
4 = Dislike Very Much	16%	12%	10%	17%	16%	13%	17%	22%	18%	15%
[Don't know]	3%	2%	4%	3%	2%	2%	3%	3%	3%	2%
Mean Response	2.55	2.44	2.48	2.57	2.53	2.47	2.59	2.64	2.58	2.53

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	12%	8%	11%	12%	8%	11%	10%	9%	10%	9%
2 = OK	50%	45%	51%	52%	43%	48%	49%	54%	45%	40%
3 = Dislike a Little	28%	24%	25%	25%	28%	24%	24%	25%	20%	28%
4 = Dislike Very Much	10%	19%	12%	9%	19%	14%	16%	11%	22%	18%
[Don't know]	2%	3%	1%	1%	4%	3%	1%	1%	3%	4%
Mean Response	2.40	2.64	2.43	2.36	2.69	2.50	2.49	2.42	2.61	2.69

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	14%	18%	7%	17%	14%	7%	16%	5%	8%	11%
2 = OK	42%	36%	30%	43%	44%	32%	49%	53%	50%	52%
3 = Dislike a Little	17%	31%	17%	32%	26%	27%	23%	30%	20%	23%
4 = Dislike Very Much	22%	18%	45%	8%	8%	31%	8%	11%	20%	9%
[Don't know]	6%	2%	0	0	8%	4%	3%	1%	0	5%
Mean Response	2.64	2.53	3.00	2.32	2.52	2.94	2.31	2.50	2.54	2.44

"If a course you were thinking about taking ... is offered through the mail (correspondence) ... is that something you would ..."

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	7%	8%	7%	8%	5%	6%	7%	7%	6%	7%
2 = OK	41%	44%	46%	39%	44%	44%	40%	40%	40%	43%
3 = Dislike a Little	28%	29%	23%	28%	29%	28%	29%	26%	28%	28%
4 = Dislike Very Much	22%	20%	23%	23%	21%	21%	23%	22%	25%	20%
[Don't know]	2%	1%	1%	2%	0	1%	1%	5%	2%	2%
Mean Response	2.71	2.64	2.65	2.72	2.68	2.66	2.73	2.79	2.77	2.67

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	7%	8%	4%	6%	7%	7%	6%	7%	10%	3%
2 = OK	44%	42%	41%	39%	41%	44%	39%	47%	36%	38%
3 = Dislike a Little	28%	26%	28%	36%	28%	25%	33%	29%	25%	29%
4 = Dislike Very Much	21%	22%	25%	19%	20%	22%	22%	17%	27%	27%
[Don't know]	0	3%	1%	0	4%	2%	1%	1%	3%	3%
Mean Response	2.62	2.70	2.78	2.68	2.71	2.66	2.73	2.58	2.77	2.89

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	6%	11%	0	8%	2%	4%	12%	6%	3%	7%
2 = OK	31%	40%	32%	43%	54%	31%	43%	52%	33%	47%
3 = Dislike a Little	28%	38%	27%	35%	30%	24%	31%	31%	28%	24%
4 = Dislike Very Much	36%	11%	40%	13%	8%	37%	12%	10%	33%	18%
[Don't know]	0	0	0	0	6%	3%	1%	1%	1%	4%
Mean Response	2.94	2.49	3.07	2.53	2.62	3.04	2.47	2.47	2.95	2.63

"If a course you were thinking about taking ... is offered through the newspaper ... is that something you would ... "

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
1 = Like Very Much	5%	4%	7%	8%	2%	4%	5%	6%	3%	6%
2 = OK	37%	40%	36%	37%	36%	42%	38%	33%	35%	40%
3 = Dislike a Little	30%	30%	30%	27%	33%	30%	31%	22%	30%	28%
4 = Dislike Very Much	25%	23%	23%	28%	27%	20%	27%	32%	28%	22%
[Don't know]	3%	3%	3%	3%	3%	3%	2%	7%	3%	4%
Mean Response	2.85	2.83	2.79	2.79	2.93	2.75	2.87	3.00	2.92	2.78

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
1 = Like Very Much	4%	5%	5%	5%	5%	5%	4%	4%	7%	4%
2 = OK	39%	38%	38%	36%	36%	39%	39%	45%	32%	33%
3 = Dislike a Little	31%	26%	29%	38%	27%	29%	32%	30%	28%	29%
4 = Dislike Very Much	25%	27%	26%	20%	27%	23%	25%	20%	30%	29%
[Don't know]	2%	4%	3%	2%	4%	4%	1%	1%	3%	6%
Mean Response	2.83	2.86	2.85	2.78	2.89	2.81	2.79	2.70	2.91	3.01

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
1 = Like Very Much	11%	9%	5%	3%	6%	5%	7%	1%	4%	9%
2 = OK	22%	40%	27%	38%	26%	22%	43%	53%	37%	32%
3 = Dislike a Little	28%	31%	22%	35%	40%	23%	28%	34%	28%	34%
4 = Dislike Very Much	39%	20%	45%	23%	16%	45%	19%	12%	31%	20%
[Don't know]	0	0	0	0	12%	6%	3%	1%	1%	6%
Mean Response	2.94	2.82	3.07	2.78	3.02	3.25	2.69	2.59	2.89	2.82

"For you, what would be the ideal way for a course to be presented?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Traditional way; Instructor present with students	78%	84%	78%	78%	84%	82%	80%	70%	77%	79%
Over the TV station	5%	6%	3%	6%	4%	7%	4%	4%	4%	6%
Correspondence; Through the mail	5%	5%	4%	5%	5%	4%	5%	6%	4%	5%
Other (see below)	8%	7%	13%	8%	8%	9%	8%	9%	11%	6%
Don't know	8%	4%	6%	9%	5%	5%	8%	13%	10%	7%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Traditional way; Instructor present with students	88%	75%	81%	87%	70%	77%	86%	82%	73%	76%
Over the TV station	4%	5%	6%	5%	7%	5%	5%	6%	6%	2%
Correspondence; Through the mail	3%	5%	4%	3%	5%	5%	5%	5%	6%	3%
Other (see below)	7%	10%	11%	5%	8%	13%	6%	5%	13%	11%
Don't know	5%	11%	4%	3%	13%	7%	5%	3%	11%	13%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Traditional way; Instructor present with students	77%	89%	95%	92%	76%	89%	79%	78%	88%	77%
Over the TV station	0	5%	2%	5%	0	2%	7%	7%	4%	6%
Correspondence; Through the mail	7%	5%	2%	2%	2%	3%	9%	6%	4%	5%
Other (see below)	10%	4%	20%	5%	10%	13%	8%	3%	14%	9%
Don't know	10%	2%	0	2%	18%	17%	3%	7%	2%	12%

Other – Included mentions of: It should be close by; It should be practical information; In the newspaper; Over the radio; Should require no outside work; Have a tutor come around.

"Have you heard about being able to earn credit for most college courses by passing a challenge examination for the course?"

"Does this method of earning credit seem attractive to you?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Have heard about	38%	47%	41%	32%	43%	39%	40%	22%	38%	35%
Attractive										
Yes	64%	77%	78%	59%	72%	77%	67%	35%	59%	68%
No	24%	16%	11%	30%	19%	15%	21%	44%	27%	21%
Don't know	12%	7%	10%	11%	9%	8%	12%	21%	14%	11%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Have heard about	45%	24%	51%	57%	19%	42%	42%	30%	40%	39%
Attractive										
Yes	78%	58%	75%	70%	55%	71%	67%	67%	66%	59%
No	14%	27%	15%	22%	28%	19%	25%	24%	22%	24%
Don't know	8%	14%	10%	9%	17%	10%	8%	8%	12%	17%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Have heard about	54%	41%	40%	37%	28%	44%	34%	19%	45%	37%
Attractive										
Yes	53%	76%	82%	72%	48%	56%	68%	66%	67%	64%
No	22%	11%	31%	23%	26%	23%	22%	22%	28%	24%
Don't know	25%	13%	8%	5%	26%	22%	10%	12%	5%	13%

About one-third have heard about earning college credit through challenge examinations (or quizzing out). Among those with college experience, substantially more have heard about it. In general, the types of people who were already aware of the practice tend more to find the practice attractive than do those who first heard about it during the course of the interview. With respect both to earning credit or certification of skills by demonstrating competency on a practical exam (see R-34) and to earning life experience credits through general examinations (see R-35) there is less widespread awareness of the practice but the same types of people in about the same proportions find them attractive.

"Have you heard anything about being able to earn college credit or certification of a special skill by demonstrating that skill or expertise on a practical examination?"

"Does this kind of practice seem attractive to you?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Have heard about	28%	32%	38%	25%	29%	30%	27%	17%	28%	25%
Attractive										
Yes	68%	78%	76%	84%	68%	77%	69%	40%	60%	71%
No	21%	14%	10%	23%	21%	14%	17%	39%	27%	16%
Don't know	13%	8%	14%	13%	11%	9%	14%	21%	13%	13%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Have heard about	35%	19%	35%	41%	17%	31%	28%	21%	29%	32%
Attractive										
Yes	79%	61%	74%	71%	56%	74%	66%	69%	69%	59%
No	13%	23%	16%	20%	23%	17%	23%	23%	19%	21%
Don't know	8%	16%	10%	9%	21%	9%	11%	8%	12%	20%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Have heard about	31%	37%	30%	33%	28%	37%	30%	14%	25%	26%
Attractive										
Yes	67%	78%	63%	80%	52%	58%	73%	64%	69%	64%
No	14%	9%	27%	17%	24%	20%	16%	23%	25%	20%
Don't know	19%	13%	10%	3%	24%	22%	11%	13%	6%	16%

"Have you heard anything about the practice of earning life experience credits by taking general examinations offered by colleges and universities?"

"Does such a practice seem attractive to you?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Have heard about	28%	34%	35%	25%	30%	28%	32%	17%	27%	28%
Attractive										
Yes	60%	73%	70%	58%	64%	71%	63%	36%	51%	68%
No	23%	17%	14%	27%	23%	17%	19%	39%	31%	17%
Don't know	17%	10%	16%	15%	13%	12%	18%	25%	18%	16%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Have heard about	31%	17%	38%	47%	18%	29%	30%	23%	27%	29%
Attractive										
Yes	74%	58%	67%	57%	54%	67%	59%	63%	61%	54%
No	16%	24%	20%	25%	25%	18%	28%	24%	23%	23%
Don't know	11%	18%	13%	18%	20%	15%	12%	13%	16%	23%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Have heard about	42%	35%	27%	40%	14%	34%	31%	21%	25%	21%
Attractive										
Yes	61%	76%	60%	68%	46%	53%	65%	62%	60%	60%
No	25%	13%	30%	24%	24%	27%	21%	22%	28%	17%
Don't know	14%	11%	10%	8%	30%	20%	14%	16%	11%	23%

"If it were possible for you to earn all the credits needed for a degree without ever having to go to a college campus to take courses, would that be attractive to you?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Yes	56%	62%	65%	54%	60%	67%	55%	38%	51%	61%
No	37%	35%	30%	41%	36%	29%	36%	51%	41%	33%
Don't know	7%	3%	5%	6%	4%	4%	9%	11%	8%	7%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Yes	65%	59%	59%	41%	52%	63%	50%	56%	61%	52%
No	32%	32%	38%	55%	37%	31%	45%	38%	31%	40%
Don't know	3%	10%	3%	4%	11%	5%	6%	6%	8%	8%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Yes	56%	63%	63%	60%	56%	51%	62%	47%	53%	68%
No	31%	30%	35%	35%	40%	34%	31%	43%	45%	30%
Don't know	14%	7%	2%	5%	4%	15%	7%	10%	3%	2%

Those who are likely to get involved in continued education and those in the youngest age group are more likely than others to be attracted by the propsect of earning college credits without going to a college campus to do it. Persons who have already earned at least a Bachelor degree are least likely to view the prospect favorably.

"What do you think is the biggest reason which motivates people who do decide to get more formal education as adults?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Get a better job; More income	57%	56%	57%	50%	70%	60%	62%	48%	57%	58%
Self-Satisfaction; Self-improvement	39%	45%	48%	42%	23%	39%	39%	38%	38%	40%
Keep up with the times; Stay abreast	6%	6%	6%	7%	5%	4%	4%	12%	6%	6%
To fill leisure time; Avert boredom	5%	4%	2%	6%	3%	3%	6%	7%	4%	6%
Other (see below)	3%	3%	2%	4%	3%	3%	4%	4%	4%	3%
Don't know	4%	2%	1%	4%	2%	3%	3%	7%	5%	3%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Get a better job; More income	84%	57%	57%	58%	58%	58%	60%	54%	62%	58%
Self-Satisfaction; Self-improvement	40%	36%	44%	43%	31%	42%	43%	42%	34%	41%
Keep up with the times; Stay abreast	3%	7%	7%	3%	8%	6%	4%	4%	11%	6%
To fill leisure time; Avert boredom	3%	6%	3%	3%	5%	5%	5%	2%	7%	6%
Other (see below)	3%	3%	3%	6%	3%	3%	4%	2%	4%	4%
Don't know	1%	5%	2%	4%	7%	3%	2%	4%	3%	4%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Get a better job; More income	40%	64%	67%	80%	66%	58%	60%	50%	62%	57%
Self-Satisfaction; Self-improvement	48%	39%	45%	43%	19%	40%	42%	38%	41%	35%
Keep up with times; Stay abreast	9%	5%	5%	5%	8%	8%	5%	2%	8%	8%
To fill leisure time; Avert boredom	14%	5%	5%	2%	6%	8%	5%	5%	3%	4%
Other (see below)	0	4%	2%	0	6%	3%	2%	3%	2%	4%
Don't know	6%	2%	0	0	6%	3%	1%	6%	2%	7%

Other—Includes mentions of: To get out and meet people, socialize; Wanted the status, self-satisfaction of a degree; They started offering courses nearby; Peer pressure; Saw others doing it; Divorce; I goofed off in high school.

When asked to assess the motivations of *others* regarding adult education, Kansans most frequently mention job or income related influences, followed by mentions of desire for self-satisfaction or self-improvement. This is in contrast to the responses given when respondents were asked to assess *their own* motivations (see R-1) and those who mentioned self-satisfaction or self-improvement outnumber those who mentioned job related motivations. There is perhaps some tendency for adults to view themselves as slightly more aesthetically inclined than their contemporaries whom they view as more economically driven.

"Do you think your employer would approve or disapprove if you were to get more formal education in your spare time?"

"How do you think your family would feel about it if you decided to continue your education? Would they approve or disapprove?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Employer Approval										
Approve	49%	64%	54%	37%	66%	58%	54%	28%	60%	39%
Disapprove	2%	2%	2%	1%	2%	1%	3%	1%	2%	2%
Neither	8%	5%	7%	10%	4%	8%	9%	7%	9%	8%
Don't know/Don't have an employer	41%	30%	37%	51%	28%	33%	34%	66%	30%	51%
Family Approval										
Approve	83%	94%	87%	81%	90%	88%	86%	67%	83%	82%
Disapprove	3%	2%	2%	4%	4%	3%	3%	4%	2%	5%
Neither	10%	3%	7%	12%	4%	6%	10%	19%	11%	10%
Don't know/Don't have a family	4%	1%	4%	3%	2%	3%	1%	9%	5%	3%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Employer Approval										
Approve	58%	42%	55%	65%	34%	55%	59%	55%	46%	43%
Disapprove	2%	2%	2%	0	2%	2%	1%	0	3%	2%
Neither	7%	9%	8%	5%	8%	9%	6%	8%	6%	10%
Don't know/Don't have an employer	33%	47%	35%	30%	56%	35%	34%	36%	44%	46%
Family Approval										
Approve	90%	78%	88%	93%	72%	86%	91%	84%	76%	87%
Disapprove	4%	5%	1%	1%	3%	4%	4%	2%	4%	4%
Neither	4%	13%	7%	3%	16%	8%	5%	11%	13%	7%
Don't know/Don't have a family	2%	4%	3%	3%	9%	3%	0	3%	6%	2%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Employer Approval										
Approve	47%	39%	60%	62%	54%	40%	46%	45%	63%	49%
Disapprove	6%	2%	2%	0	0	3%	1%	0	1%	2%
Neither	0	17%	13%	5%	2%	9%	9%	10%	8%	4%
Don't know/Don't have an employer	47%	41%	25%	33%	44%	47%	44%	44%	28%	45%
Family Approval										
Approve	72%	85%	88%	92%	92%	74%	82%	79%	89%	89%
Disapprove	6%	4%	10%	2%	6%	3%	3%	0	5%	6%
Neither	22%	9%	2%	5%	0	15%	11%	17%	4%	4%
Don't know/Don't have a family	0	2%	0	2%	2%	7%	4%	5%	1%	2%

Relatively few would anticipate disapproval either from family or employer if a decision were made to get more education. Women generally and persons without college experience are slightly more likely than others to anticipate disapproval from family.

"Have any of your friends been getting involved in adult education in the past few years?"

"Have you been on a college or vocational school campus for any reason within the past two years?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Friends Getting Involved										
Yes	52%	68%	72%	47%	59%	60%	58%	35%	49%	56%
No	38%	28%	21%	43%	35%	32%	36%	51%	39%	36%
Don't know	10%	6%	7%	10%	6%	8%	9%	14%	13%	8%
Been on a Campus										
Yes – College	43%	58%	51%	37%	49%	45%	52%	28%	39%	47%
Yes – Vocational School	5%	5%	4%	5%	6%	8%	5%	3%	6%	4%
No	52%	39%	45%	58%	45%	49%	44%	70%	55%	49%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Friends Getting Involved										
Yes	63%	39%	70%	77%	43%	56%	61%	52%	51%	54%
No	33%	47%	28%	18%	42%	37%	32%	38%	40%	37%
Don't know	5%	13%	5%	5%	15%	7%	7%	11%	9%	8%
Been on a Campus										
Yes – College	53%	27%	61%	75%	26%	43%	60%	45%	41%	43%
Yes – Vocational School	5%	6%	4%	2%	5%	6%	4%	6%	3%	2%
No	43%	67%	34%	23%	69%	51%	36%	47%	56%	55%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Friends Getting Involved										
Yes	58%	59%	40%	54%	40%	55%	48%	52%	55%	51%
No	36%	35%	57%	41%	50%	33%	40%	27%	43%	45%
Don't know	6%	7%	2%	5%	10%	11%	11%	20%	2%	4%
Been on a Campus										
Yes – College	46%	46%	25%	42%	30%	37%	47%	49%	44%	39%
Yes – Vocational School	3%	7%	5%	2%	2%	3%	3%	6%	7%	6%
No	51%	48%	70%	56%	68%	60%	51%	45%	49%	55%

More than half acknowledge that their friends have been getting involved in adult education. The phenomena is most widespread among those with college experience. Younger adults, women, those in the higher income groups and those most likely to become involved themselves also tend in above average numbers to report having seen their friends become involved. A majority have not recently been on a campus, although the ratio diminishes among those with college expereince, those under age 55 and those most likely to become involved in education as adults.

Agree/Disagree *"A college degree is valuable as a ticket to a better job."*

"A vocational school certificate is valuable as a ticket to a better job."

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
College Degree as Ticket										
Agree	83%	83%	81%	84%	81%	78%	87%	88%	82%	85%
Disagree	14%	15%	16%	13%	18%	20%	10%	9%	15%	14%
Don't know	3%	2%	3%	2%	1%	2%	2%	3%	3%	2%
Vocational School Certificate as Ticket										
Agree	91%	92%	92%	92%	90%	89%	94%	92%	91%	92%
Disagree	7%	6%	6%	6%	9%	9%	5%	5%	6%	7%
Don't know	2%	1%	1%	2%	1%	2%	1%	4%	3%	1%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
College Degree as Ticket										
Agree	86%	81%	83%	93%	87%	79%	85%	85%	78%	84%
Disagree	14%	18%	16%	7%	9%	20%	14%	13%	18%	14%
Don't know	0	3%	1%	0	4%	2%	1%	2%	4%	2%
Vocational School Certificate as Ticket										
Agree	92%	91%	91%	96%	93%	91%	93%	93%	91%	89%
Disagree	7%	7%	8%	5%	3%	8%	7%	6%	6%	8%
Don't know	1%	3%	1%	0	4%	1%	0	1%	3%	2%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
College Degree as Ticket										
Agree	77%	80%	63%	75%	80%	85%	79%	93%	78%	81%
Disagree	23%	20%	35%	25%	14%	14%	18%	5%	21%	15%
Don't know	0	0	2%	0	6%	2%	3%	2%	1%	4%
Vocational School Certificate as Ticket										
Agree	74%	89%	90%	95%	86%	90%	94%	98%	86%	89%
Disagree	20%	9%	10%	5%	10%	6%	4%	1%	13%	9%
Don't know	6%	2%	0	0	4%	4%	2%	1%	1%	3%

There is wide agreement that post-secondary education is associated with advancement in the workplace. The linkage is somewhat more widely perceived with respect to vocational school education than it is with respect to college education.

Agree/Disagree *"I would feel uncomfortable taking a class with regular college students."*
"I've been away from school too long to be able to keep up if I tried to go back."

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Uncomfortable with college students										
Agree	37%	23%	25%	42%	30%	27%	33%	61%	36%	37%
Disagree	60%	75%	70%	54%	70%	71%	63%	34%	59%	60%
Don't know	3%	2%	4%	5%	1%	2%	4%	5%	5%	3%
Been away too long										
Agree	39%	24%	15%	46%	34%	25%	36%	69%	41%	37%
Disagree	55%	71%	79%	49%	63%	69%	57%	25%	53%	57%
Don't know	6%	5%	5%	6%	3%	5%	7%	6%	6%	6%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Uncomfortable with college students										
Agree	24%	51%	19%	10%	54%	33%	22%	33%	42%	38%
Disagree	75%	44%	79%	88%	41%	64%	76%	64%	52%	59%
Don't know	2%	5%	2%	2%	5%	3%	2%	2%	6%	3%
Been away too long										
Agree	29%	53%	21%	12%	53%	35%	27%	38%	42%	36%
Disagree	71%	40%	75%	86%	39%	61%	67%	56%	50%	60%
Don't know	4%	7%	4%	3%	8%	4%	6%	6%	7%	5%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Uncomfortable with college students										
Agree	34%	33%	50%	22%	49%	44%	34%	37%	31%	39%
Disagree	63%	67%	50%	78%	51%	49%	63%	59%	67%	59%
Don't know	3%	0	0	0	0	7%	3%	4%	2%	2%
Been away too long										
Agree	31%	35%	35%	28%	46%	42%	38%	43%	31%	40%
Disagree	57%	59%	65%	67%	52%	49%	56%	49%	67%	56%
Don't know	11%	7%	0	5%	2%	9%	6%	8%	2%	4%

The ratio of people who express anxiety about re-entering the academic milieu is lowest among those with prior college experience. Persons in the younger age groups and those in the higher income groups are also less likely than others to express such reservations.

Agree/Disagree *"Courses that I might be interested in are not offered anyplace nearby."*
"I wish now that I had taken more schooling when I was young."

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Courses Not Available Nearby										
Agree	17%	21%	15%	16%	21%	16%	22%	12%	21%	14%
Disagree	57%	64%	57%	54%	64%	62%	56%	50%	53%	60%
Don't know	26%	15%	27%	30%	15%	22%	22%	38%	26%	26%
Should have taken more when younger										
Agree	62%	60%	54%	66%	56%	52%	65%	74%	59%	64%
Disagree	35%	39%	42%	31%	43%	45%	31%	22%	38%	33%
Don't know	3%	2%	4%	3%	1%	3%	3%	4%	3%	3%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Courses Not Available Nearby										
Agree	18%	16%	19%	19%	17%	17%	19%	13%	23%	19%
Disagree	67%	52%	64%	67%	50%	58%	65%	63%	50%	54%
Don't know	15%	32%	17%	14%	33%	26%	16%	24%	28%	26%
Should have taken more when younger										
Agree	82%	74%	55%	25%	68%	63%	55%	61%	61%	64%
Disagree	17%	22%	42%	74%	30%	35%	43%	38%	35%	32%
Don't know	1%	4%	2%	1%	4%	3%	2%	2%	4%	4%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Courses Not Available Nearby										
Agree	35%	9%	15%	12%	18%	18%	18%	9%	17%	24%
Disagree	36%	61%	64%	75%	54%	50%	56%	64%	65%	50%
Don't know	29%	30%	21%	13%	28%	31%	26%	27%	18%	26%
Should have taken more when younger										
Agree	51%	67%	52%	45%	88%	63%	56%	58%	57%	73%
Disagree	37%	26%	45%	55%	10%	29%	40%	40%	41%	28%
Don't know	11%	7%	2%	0	2%	8%	4%	2%	1%	1%

A majority disagree with the idea that desirable opportunities are not available nearby. This view is most widely shared among those most likely to get involved in adult education, those in the younger age groups, those in the higher income groups, those with the most college experience. With the exception of those who hold at least Bachelor degrees, majorities of respondents in all tabulated categories express regret at not having taken more schooling when they were younger.

Agree/Disagree *"Colleges, universities and vocational schools in Kansas are doing about all they can to make educational opportunities available to adults."*

"From your own point of view, are there any things you think Kansas should be doing to make educational opportunities more available to adults? (What?)"

		Likely within ...		Interested for ...		Age				
Schools doing all they can	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Agree	64%	63%	60%	68%	60%	63%	62%	70%	65%	64%
Disagree	13%	19%	15%	9%	19%	15%	15%	5%	12%	14%
Don't know	23%	18%	25%	23%	21%	22%	23%	25%	24%	23%
What should they be doing										
Don't know; Can't think of anything	62%	54%	54%	65%	58%	61%	59%	71%	59%	64%
Nothing; Opportunities are there now	13%	10%	11%	15%	10%	11%	13%	15%	13%	12%
More publicity about what is available	8%	12%	12%	7%	10%	10%	8%	4%	9%	7%
Offer courses closer to here	5%	7%	6%	4%	5%	6%	5%	1%	3%	6%
Offer more practical, hands-on, OJT types of courses	2%	2%	1%	2%	3%	1%	3%	3%	4%	1%
Other (see below)	13%	19%	19%	10%	17%	14%	17%	6%	14%	13%

	College Credit	College Experience			Income			Residents of ...		
Schools doing all they can	Important	None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Agree	64%	62%	68%	68%	66%	68%	60%	69%	60%	61%
Disagree	18%	10%	18%	16%	9%	12%	18%	11%	13%	16%
Don't know	19%	28%	14%	17%	25%	22%	22%	21%	27%	23%
What should they be doing										
Don't know; Can't think of anything	61%	65%	60%	57%	63%	56%	64%	69%	55%	57%
Nothing; Opportunities are there now	9%	15%	11%	9%	16%	14%	9%	9%	18%	14%
More publicity about what is available	9%	7%	10%	7%	8%	10%	7%	9%	8%	8%
Offer courses closer to here	6%	4%	6%	6%	4%	5%	5%	2%	8%	5%
Offer more practical, hands-on, OJT types of courses	2%	2%	3%	2%	2%	1%	3%	1%	3%	3%
Other (see below)	17%	10%	14%	21%	10%	14%	16%	12%	11%	17%

	Designated Areas					Congressional Districts				
Schools doing all they can	1	2	3	4	5	1	2	3	4	5
Agree	37%	74%	55%	72%	48%	62%	67%	80%	57%	54%
Disagree	23%	15%	17%	10%	24%	10%	11%	5%	20%	18%
Don't know	40%	11%	27%	18%	28%	28%	22%	15%	23%	28%
What should they be doing										
Don't know; Can't think of anything	72%	38%	50%	73%	69%	54%	66%	79%	51%	61%
Nothing; Opportunities are there now	3%	18%	10%	2%	8%	24%	8%	6%	18%	9%
More publicity about what is available	3%	11%	10%	12%	13%	7%	7%	4%	11%	11%
Offer courses closer to here	3%	4%	10%	2%	4%	5%	8%	2%	4%	5%
Offer more practical, hands-on, OJT types of courses	3%	4%	13%	0	0	3%	1%	1%	5%	1%
Other (see below)	19%	35%	15%	13%	8%	19%	17%	8%	13%	17%

Other—Includes mentions of: More financial assistance; Charge less money; More advanced courses; More correspondence courses; More TV courses; More basics; More liberal arts courses; More courses for older/handicapped/slow learning people; Make classes smaller; Build a college in western Kansas; Do more surveys; Relax credit transfer requirements; Offer more employment assistance.

Most adults agree that the opportunities are there for those who wish to become involved in continued education. Among the minority who suggest additional effort on the part of Kansas schools, the largest number suggest intensified information dissemination. It is perhaps significant that the term most frequently used was "publicity" which implies an active rather than a passive dissemination effort.

"In the past two or three years, have you been enrolled in any kind of educational or training class or course or program?"
(Not counting courses taken while a full time student, military training, on-the-job training given by employers.)

Of those who have ...

"Can you tell me what it was that first got you interested in more learning as an adult?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Have been enrolled	25%	30%	31%	20%	31%	28%	31%	12%	23%	28%
Reason for first interest										
Work related motivation	44%	48%	53%	33%	51%	46%	43%	40%	52%	40%
Wanted to improve myself/my mind	23%	23%	27%	28%	20%	24%	24%	20%	18%	28%
To pursue a hobby or an interest	14%	12%	9%	15%	16%	11%	16%	20%	13%	15%
To pick up where I left off	8%	8%	2%	7%	7%	11%	2%	8%	5%	9%
Other (see below)	8%	8%	9%	12%	5%	4%	12%	12%	10%	6%
Don't know	3%	3%	0	6%	1%	3%	2%	0	2%	3%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Have been enrolled	33%	16%	36%	43%	17%	27%	32%	24%	28%	24%
Reason for first interest										
Work related motivation	50%	44%	48%	38%	45%	44%	47%	46%	50%	37%
Wanted to improve myself/my mind	20%	20%	26%	25%	19%	24%	25%	22%	26%	22%
To pursue a hobby or an interest	12%	19%	7%	15%	19%	16%	11%	18%	8%	15%
To pick up where I left off	9%	3%	12%	8%	5%	8%	5%	7%	8%	4%
Other (see below)	5%	9%	5%	10%	10%	5%	9%	4%	7%	13%
Don't know	2%	2%	4%	2%	2%	3%	1%	1%	1%	6%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Have been enrolled	34%	39%	32%	22%	8%	25%	27%	16%	33%	24%
Reason for first interest										
Work related motivation	58%	44%	62%	46%	67%	45%	42%	33%	50%	42%
Wanted to improve myself/my mind	8%	22%	31%	38%	0	20%	23%	17%	25%	29%
To pursue a hobby or an interest	0	8%	8%	8%	33%	10%	15%	25%	14%	11%
To pick up where I left off	0	8%	0	8%	0	12%	8%	4%	5%	9%
Other (see below)	33%	22%	0	0	0	10%	10%	8%	6%	7%
Don't know	0	0	0	0	0	4%	2%	8%	0	2%

Other—Includes mentions of: A friend was doing it; Saw a brochure from the school; Saw a newspaper article; Wanted to be able to help my kids in school; Decided I wanted a degree; Spouse suggested it.

About one in four of those interviewed reported recent (within past three years) involvement in education as adults. Persons with some college experience, those in higher income groups and those under age 55 tend more than others to have had such recent involvement. And those who say they are likely to become involved in the future tend more than others to have been involved in the past. For the largest number, work related motivation is cited as the reason for past involvement. Substantially fewer cite self-improvement as a motivation in this context. Tables R-45 through R-50 pertain only to that portion of the sample group who did report recent involvement in adult education.

Of those who have been involved in adult education ...

"Who offered or sponsored the course or training program you were in?"

	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Regents School	28%	32%	38%	22%	34%	28%	26%	33%	30%	27%
Community or Junior College	24%	20%	22%	22%	23%	25%	26%	8%	20%	26%
Corporate Organization/Employer	11%	8%	4%	12%	12%	8%	11%	25%	13%	9%
Civic or social service organization/church	9%	8%	7%	14%	3%	4%	11%	21%	2%	13%
Vocational/Technical school	6%	4%	5%	3%	9%	9%	3%	0	5%	6%
Non-Regents 4-year college	5%	6%	7%	5%	3%	6%	4%	4%	10%	2%
Professional Association	5%	6%	4%	5%	4%	6%	5%	0	8%	4%
High School	5%	6%	4%	4%	5%	5%	5%	4%	3%	6%
Proprietary School	2%	3%	2%	1%	3%	3%	2%	0	6%	0
Other (see below)	5%	8%	6%	6%	5%	6%	7%	8%	6%	7%

	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Regents School	29%	14%	26%	49%	19%	27%	32%	25%	23%	37%
Community or Junior College	27%	22%	32%	15%	21%	26%	23%	14%	41%	19%
Corporate Organization/Employer	9%	20%	8%	2%	21%	10%	10%	13%	11%	7%
Civic or social service organization/church	6%	11%	5%	9%	12%	7%	10%	11%	5%	7%
Vocational/Technical school	8%	12%	2%	2%	9%	8%	2%	11%	1%	3%
Non-Regents 4-year college	8%	1%	10%	6%	5%	6%	4%	5%	7%	4%
Professional Association	4%	3%	6%	8%	2%	5%	8%	8%	0	7%
High School	4%	5%	4%	6%	2%	4%	7%	7%	1%	4%
Proprietary School	2%	2%	4%	2%	2%	2%	2%	3%	3%	1%
Other (see below)	4%	10%	4%	2%	7%	7%	2%	3%	8%	6%

	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Regents School	31%	47%	8%	23%	0	21%	37%	12%	28%	35
Community or Junior College	31%	6%	38%	0	0	38%	7%	24%	20%	33%
Corporate Organization/Employer	8%	6%	15%	23%	0	6%	13%	6%	15%	11%
Civic or social service organization/church	8%	18%	8%	8%	33%	6%	11%	18%	8%	2%
Vocational/Technical school	8%	6%	0	8%	0	4%	4%	3%	8%	7%
Non-Regents 4-year college	8%	6%	23%	8%	0	10%	4%	3%	8%	0
Professional Association	0	6%	0	8%	33%	0	6%	15%	3%	0
High School	0	6%	8%	23%	0	2%	9%	9%	5%	0
Proprietary School	8%	0	0	0	0	4%	0	3%	3%	2%
Other (see below)	0	0	0	0	33%	8%	10%	6%	2%	4%

Other—Includes mentions of: Hospital Nursing School; Private individual; Correspondence School; Club or fraternal organization.

Regents schools are identified as the source by the largest number of those who have had recent involvement. Those with less than a Bachelor degree and those in the lowest income group are more likely than others to have taken courses from a community college or to have undergone formal training (other than OJT) provided by their employers.

Of those who have been involved in adult education ...

"What was the title of the course, or what was it about?"

20% Business and Management
Marketing, Real estate, Accounting, Personnel management, Economics, Investments, Starting your own business, Office procedures, Business management, Business machines, Business computers

14% Health and Paramedical
LPN Training, RN training and refresher, Hygienist, Medical records, Medical Administration, X-Ray technology, Laboratory practices, CPR, First Aid, Water safety and lifesaving

7% Education
Guidance and counselling, Educational psychology, Special education, Testing, Child development, Speech therapy, Learning disabilities, Sex education

6% Mechanical and Engineering
Auto mechanics, Welding, Drafting, Appliance repair

5% Fine and Applied Arts
Photography, Art history, Dancing, Fashion design, Ceramics, Painting

5% Hobbies and Avocations
Macrame, Decoupage, Furniture refinishing, Microwave cooking, Woodworking

4% Adult Basic Education G.E.D.

3% Letters
Creative writing, English, Great books, Speech

3% How To Do It
Energy conservation for the home, Home repair, Solar construction, How to fix your own car

Others mentioned by 2% or fewer included: Psychology, Bible courses, Home economics, Family health, Consumerism, Political science, History, Sociology, Bio-feedback, Exercising, Social work, Food service, Agriculture, Geology, Journalism, Data processing, Family law, Mathematics, Family planning, Mortuary science, Natural childbirth, Decision making, Cake decorating, Fire fighting, Dale Carnegie, Sign language, Pilot training, Caligraphy, Hunter safety, Restricted use pesticides, Accupuncture, Slimnastics, Horsemanship, Finding subsurface water, Dissection, Individualized study

"How did you first learn that the course was available or being offered?"

47% Promotional material from course sponsor

23% Word of mouth

14% Newspaper

10% Promotional material from 3rd party (other than course sponsor)

4% School or College Counsellor

2% I went looking

Of those who have been involved in adult education ...

"Did you receive college credit or some other type of formal certification or recognition for the course?"

(If "Other Type": *What type?*)

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
College Credit	39%	44%	43%	35%	41%	48%	31%	28%	45%	35%
Other type of certification	30%	26%	34%	28%	30%	25%	34%	38%	33%	27%
Neither	31%	30%	23%	37%	28%	27%	36%	38%	22%	38%
Other Types										
Certificate (for use as a credential)	47%	53%	50%	50%	50%	49%	43%	56%	42%	52%
Certificate (suitable for framing)	35%	31%	25%	32%	32%	22%	49%	33%	42%	28%
Diploma	8%	9%	15%	14%	9%	18%	0	11%	8%	9%
CEU's	4%	4%	15%	0	3%	5%	3%	0	0	7%
GED	2%	4%	0	4%	0	3%	3%	0	3%	2%
Don't know	2%	4%	0	4%	0	3%	3%	0	3%	2%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
College Credit	50%	15%	58%	48%	33%	40%	41%	29%	53%	40%
Other type of certification	28%	44%	19%	23%	28%	31%	28%	32%	22%	33%
Neither	21%	40%	23%	29%	40%	29%	31%	39%	26%	27%
Other Types										
Certificate (for use as a credential)	38%	45%	53%	47%	50%	48%	52%	56%	43%	43%
Certificate (suitable for framing)	40%	36%	26%	41%	42%	28%	44%	31%	38%	30%
Diploma	10%	13%	0	6%	8%	10%	4%	6%	14%	9%
CEU's	2%	0	11%	6%	0	8%	0	0	10%	4%
GED	2%	4%	0	0	0	3%	0	0	0	9%
Don't know	10%	4%	11%	0	0	5%	4%	8%	0	4%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
College Credit	69%	44%	62%	8%	0	56%	41%	24%	38%	30%
Other type of certification	23%	33%	23%	31%	67%	18%	30%	29%	29%	43%
Neither	8%	22%	15%	62%	33%	26%	30%	47%	32%	26%
Other Types										
Certificate (for use as a credential)	25%	40%	75%	50%	50%	33%	38%	45%	58%	50%
Certificate (suitable for framing)	50%	60%	25%	50%	50%	25%	50%	55%	25%	30%
Diploma	0	0	25%	0	0	25%	8%	0	8%	5%
CEU's	0	0	0	0	0	8%	5%	0	0	5%
GED	0	0	0	0	0	0	0	0	0	10%
Don't know	25%	0	0	0	0	8%	0	0	13%	0

For the largest number of those who have had recent involvement, their participation was a college credit producing endeavor. Those in the youngest age group, those in the higher income groups, those with college experience short of a degree tended more than others to have been enrolled in credit producing types of courses.

Of those who have been involved in adult education ...

"How long did the course last from beginning to end?"

"Did you have to pay a fee or a charge in connection with the course? How much?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Course Span										
Single day	6%	7%	7%	8%	7%	6%	7%	4%	5%	7%
2–8 days	14%	14%	18%	12%	17%	9%	21%	16%	14%	14%
Up to 8 weeks	26%	23%	27%	32%	15%	23%	24%	44%	20%	29%
More than 8 weeks	54%	57%	48%	49%	61%	63%	47%	36%	61%	50%
Course Cost										
None	21%	19%	16%	23%	22%	19%	23%	28%	16%	22%
$10 or less	8%	7%	13%	13%	3%	7%	10%	8%	6%	10%
$11 – $25	18%	14%	16%	22%	17%	22%	12%	20%	12%	22%
$26 – $50	18%	19%	16%	15%	18%	16%	22%	16%	17%	20%
$51 – $100	14%	17%	16%	11%	15%	13%	15%	12%	17%	13%
$101 – $300	8%	10%	5%	3%	11%	9%	8%	4%	12%	6%
More than $300	9%	12%	16%	10%	10%	13%	6%	0	16%	3%
Don't Recall	4%	3%	2%	3%	3%	1%	3%	12%	1%	4%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Course Span										
Single day	6%	4%	7%	8%	0	5%	11%	9%	4%	4%
2–5 days	13%	18%	7%	20%	5%	11%	21%	7%	18%	21%
Up to 8 weeks	22%	23%	22%	33%	21%	26%	28%	25%	27%	25%
More than 8 weeks	59%	56%	64%	39%	74%	58%	40%	59%	51%	51%
Course Cost										
None	18%	34%	14%	11%	23%	22%	20%	21%	20%	20%
$10 or less	7%	9%	5%	12%	5%	8%	10%	7%	8%	11%
$11 – $25	19%	17%	19%	18%	14%	20%	17%	17%	22%	18%
$26 – $50	17%	18%	22%	14%	18%	20%	18%	15%	22%	20%
$51 – $100	16%	7%	11%	27%	9%	11%	20%	15%	15%	13%
$101 – $300	7%	7%	7%	11%	9%	8%	8%	14%	1%	7%
More than $300	14%	4%	18%	6%	21%	9%	4%	8%	8%	11%
Don't Recall	1%	3%	4%	2%	2%	1%	4%	3%	4%	1%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Course Span										
Single Day	0	0	0	23%	0	4%	7%	3%	6%	9%
2–5 days	31%	6%	15%	0	67%	18%	15%	9%	11%	20%
Up to 8 weeks	23%	22%	15%	38%	0	18%	35%	32%	21%	24%
More than 8 weeks	46%	72%	69%	38%	33%	60%	43%	56%	62%	48%
Course Cost										
None	23%	22%	15%	31%	33%	18%	24%	9%	20%	33%
$10 or less	8%	11%	0	15%	0	12%	11%	11%	6%	2%
$11 – $25	23%	11%	31%	15%	0	24%	13%	23%	16%	17%
$26 – $50	15%	0	15%	23%	33%	18%	15%	9%	20%	26%
$51 – $100	15%	17%	15%	0	33%	8%	20%	17%	17%	7%
$101 – $300	15%	0	0	0	0	6%	0	20%	9%	9%
More than $300	0	39%	15%	8%	0	8%	15%	11%	8%	4%
Don't Recall	0	0	8%	8%	0	6%	2%	0	3%	2%

A majority of those who have recently been involved were enrolled in courses lasting more than eight weeks, with about one-fourth having been enrolled in courses lasting from two to eight weeks. About four of five paid fees for courses taken with half reporting fees larger than $10 but not more than $100.

Of those who have been involved in adult education ...

"Did you take time off from work to attend?"

"Did you have to travel outside your local community to attend? (How far?)"

		Likely within ...		Interested for ...		Age				
Time off from Work to Attend	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Yes – With full pay	11%	8%	5%	11%	14%	4%	16%	24%	10%	11%
Yes – But lost some pay	4%	5%	5%	2%	6%	4%	3%	4%	6%	2%
No – Attended before/after work	57%	56%	57%	57%	49%	60%	55%	40%	71%	46%
No – Not employed	30%	31%	32%	30%	31%	33%	26%	32%	14%	41%
Travel outside community to attend										
Yes	37%	37%	43%	38%	32%	36%	41%	27%	37%	38%
20 miles or less	43%	37%	40%	41%	41%	35%	48%	56%	38%	46%
21 to 40 miles	23%	24%	16%	23%	19%	30%	18%	11%	23%	22%
41 to 75 miles	16%	18%	20%	21%	6%	22%	14%	0	18%	15%
76 miles or more	18%	21%	24%	15%	34%	13%	20%	33%	21%	17%

	College Credit	College Experience			Income			Residents of ...		
Time off from Work to Attend	Important	None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Yes – With full pay	9%	17%	7%	6%	10%	8%	15%	10%	12%	10%
Yes – But lost some pay	4%	4%	2%	5%	2%	5%	2%	4%	3%	4%
No – Attended before/after work	57%	45%	60%	65%	52%	58%	60%	57%	60%	50%
No – Not employed	31%	34%	31%	24%	36%	30%	22%	29%	25%	35%
Travel outside community to attend										
Yes	34%	41%	38%	30%	33%	41%	35%	24%	65%	29%
20 miles or less	47%	49%	36%	42%	58%	37%	44%	41%	51%	29%
21 to 40 miles	20%	32%	21%	8%	25%	30%	18%	30%	20%	19%
41 to 75 miles	16%	10%	24%	17%	17%	20%	9%	11%	16%	19%
76 miles or more	18%	10%	18%	23%	0	13%	29%	19%	12%	33%

	Designated Areas					Congressional Districts				
Time off from Work to Attend	1	2	3	4	5	1	2	3	4	5
Yes – With full pay	17%	17%	15%	0	0	6%	13%	3%	12%	16%
Yes – But lost some pay	0	0	0	8%	0	4%	4%	3%	3%	4%
No – Attended before/after work	50%	50%	62%	46%	100%	54%	52%	62%	58%	56%
No – Not employed	33%	33%	23%	46%	0	35%	31%	32%	27%	24%
Travel outside community to attend										
Yes	58%	39%	77%	0	67%	43%	37%	26%	38%	39%
20 miles or less	63%	63%	70%	–	0	45%	38%	58%	40%	37%
21 to 40 miles	13%	13%	0	–	50%	18%	14%	25%	20%	42%
41 to 75 miles	0	25%	10%	–	0	14%	29%	0	20%	11%
76 miles or more	25%	0	20%	–	50%	23%	19%	17%	20%	11%

Only about one out of seven took time off from work to attend classes. A majority worked their educational participation around their work schedules, particularly among men. Slightly more than one-third traveled outside their home communities to attend (among residents of non-urban areas, two-thirds traveled outside their local communities to attend). Among those who did travel, the largest number traveled less than 20 miles, but nearly one-fifth traveled farther than 75 miles.

Of those who have been involved in adult education ...

"Were class sessions held in the morning, afternoon or evening?"

"Were they held during the week or on the weekend?"

		Likely within ...		Interested for ...		Age				
	Statewide	3 Yrs.	4-10 Yrs.	Self-Satisfaction	Work Motives	18-34	35-54	55/older	Males	Females
Time of Day										
Morning	18%	18%	16%	17%	22%	23%	9%	22%	17%	18%
Afternoon	10%	11%	9%	10%	15%	8%	8%	30%	6%	13%
Evening	47%	44%	40%	52%	33%	47%	52%	22%	50%	43%
Combination	25%	27%	35%	22%	30%	22%	30%	26%	27%	25%
Time of Week										
During the week	91%	89%	85%	91%	91%	94%	87%	87%	87%	93%
Weekend	6%	7%	7%	7%	4%	4%	8%	9%	7%	6%
Both	3%	4%	7%	2%	4%	2%	4%	4%	6%	1%

	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Rural	Other Urban
Time of Day										
Morning	23%	18%	18%	15%	19%	18%	17%	23%	8%	19%
Afternoon	7%	11%	4%	18%	10%	10%	12%	5%	11%	18%
Evening	43%	44%	53%	42%	50%	50%	43%	45%	51%	42%
Combination	26%	28%	25%	24%	21%	25%	29%	27%	30%	21%
Time of Week										
During the week	92%	93%	91%	88%	92%	94%	86%	91%	90%	91%
Weekend	5%	3%	6%	11%	2%	4%	11%	6%	5%	6%
Both	3%	4%	2%	3%	5%	2%	4%	3%	4%	3%

	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Time of Day										
Morning	17%	44%	8%	25%	0	10%	26%	15%	23%	9%
Afternoon	17%	28%	0	0	0	10%	15%	9%	2%	18%
Evening	33%	22%	62%	58%	67%	48%	36%	50%	52%	47%
Combination	33%	6%	31%	17%	33%	31%	23%	26%	23%	27%
Time of Week										
During the week	92%	94%	92%	92%	67%	92%	89%	90%	92%	89%
Weekend	8%	0	8%	8%	33%	4%	8%	6%	8%	4%
Both	0	6%	0	0	0	4%	4%	3%	0	7%

About half report their classes were held in the evening. Persons in the 55 and older age group exhibited more of a tendency to have attended classes at other times of day as well.

INTEREST IN NON-ACADEMIC TYPES OF ADULT EDUCATION

Respondents were asked to assume they had decided to continue their education and to identify from among nine general categories those in which they would have any interest.

(See following page for distribution of responses when respondents were asked to identify the one general category in which they would have the most interest.)

Course Categories	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Hobbies and Avocations	43%	45%	48%	49%	35%	40%	44%	50%	37%	48%
Self-Improvement	39%	43%	41%	42%	35%	40%	39%	38%	36%	41%
Family Living	38%	40%	39%	39%	36%	43%	34%	34%	25%	48%
Career/Vocations	37%	46%	43%	24%	54%	45%	40%	18%	41%	34%
How-To-Do-It	27%	25%	24%	30%	28%	25%	29%	31%	36%	21%
Health and Physical Fitness	27%	30%	27%	28%	24%	25%	25%	33%	18%	35%
Sports/Leisure Activities	23%	25%	23%	23%	22%	31%	15%	17%	26%	21%
Culture and Appreciation	16%	19%	17%	17%	13%	14%	16%	18%	13%	18%
Current Events	15%	12%	15%	17%	11%	11%	17%	22%	17%	14%

Course Categories	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Hobbies and Avocations	38%	44%	40%	49%	40%	44%	46%	42%	45%	44%
Self-Improvement	42%	39%	40%	35%	33%	41%	43%	39%	37%	41%
Family Living	45%	40%	34%	36%	39%	41%	34%	35%	35%	44%
Career/Vocations	52%	33%	50%	33%	28%	40%	43%	39%	36%	38%
How-To-Do-It	23%	29%	22%	25%	30%	27%	25%	27%	32%	25%
Health and Physical Fitness	28%	26%	26%	30%	27%	28%	28%	25%	29%	29%
Sports/Leisure Activities	24%	21%	27%	24%	23%	25%	21%	22%	23%	23%
Culture and Appreciation	17%	10%	20%	30%	15%	15%	18%	17%	14%	17%
Current Events	17%	10%	22%	24%	11%	14%	21%	16%	16%	14%

Course Categories	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Hobbies and Avocations	47%	44%	39%	31%	43%	44%	41%	43%	45%	45%
Self-Improvement	42%	36%	37%	39%	55%	39%	35%	27%	44%	49%
Family Living	28%	36%	50%	29%	64%	35%	29%	33%	40%	51%
Career/Vocations	33%	31%	32%	42%	36%	38%	36%	30%	42%	41%
How-To-Do-It	33%	24%	37%	31%	28%	25%	31%	21%	35%	26%
Health and Physical Fitness	22%	27%	26%	19%	28%	31%	26%	20%	32%	26%
Sports/Leisure Activities	25%	20%	32%	15%	26%	23%	17%	24%	28%	22%
Culture and Appreciation	14%	20%	21%	12%	13%	12%	16%	17%	22%	11%
Current Events	11%	18%	18%	7%	15%	15%	11%	17%	21%	12%

Respondents examined a booklet containing a list of non-academic or personal interest courses grouped into nine general categories. Each respondent was asked to identify all of the general categories (multiple responses possible) in which he/she would have any interest. This table (R-51) displays their responses.

Each respondent was then asked to identify the one general category in which he/she would have the most interest (see R-52) and to identify the particular courses (up to three) of most interest within that general category.

Tables R-53 through R-59 display preferences for particular courses thus identified in each of the general categories.

General Categories identified as areas of most interest.

(See following pages for distributions of responses when respondents were asked to identify individual courses of most interest within the general category identified as of most interest.)

Course Categories	Statewide	Likely within ... 3 Yrs.	4-10 Yrs.	Interested for ... Self-Satisfaction	Work Motives	Age 18-34	35-54	55/older	Males	Females
Family Living	22%	21%	20%	24%	21%	25%	20%	19%	12%	30%
Career/Vocations	22%	27%	30%	12%	34%	26%	25%	8%	28%	18%
Hobbies and Avocations	17%	16%	21%	22%	11%	12%	21%	24%	15%	19%
How-To-Do-It	9%	6%	5%	9%	8%	10%	7%	10%	16%	3%
Self-Improvement	9%	11%	8%	11%	7%	9%	10%	8%	10%	9%
Health and Physical Fitness	9%	8%	6%	9%	8%	6%	6%	16%	5%	11%
Sports/Leisure Activities	5%	5%	2%	3%	6%	7%	2%	3%	7%	3%
Current Events	4%	2%	2%	6%	2%	2%	4%	8%	5%	3%
Culture and Appreciation	4%	4%	6%	5%	3%	4%	4%	4%	2%	5%

Course Categories	College Credit Important	College Experience None	Less than Bachelor	Bachelor or More	Income Less than $10,000	$10,000 to $20,000	More than $20,000	Residents of ... SMSA's	Rural	Other Urban
Family Living	23%	25%	16%	21%	23%	26%	16%	21%	18%	26%
Career/Vocations	31%	19%	30%	21%	14%	21%	30%	23%	19%	22%
Hobbies and Avocations	12%	18%	16%	19%	18%	17%	15%	15%	22%	16%
How-To-Do-It	5%	11%	6%	7%	12%	8%	7%	9%	11%	6%
Self-Improvement	10%	10%	8%	6%	10%	7%	10%	9%	11%	9%
Health and Physical Fitness	7%	9%	9%	8%	11%	8%	9%	9%	9%	9%
Sports/Leisure Activities	5%	4%	6%	4%	6%	5%	3%	6%	5%	2%
Current Events	3%	3%	3%	7%	3%	4%	5%	5%	3%	4%
Culture and Appreciation	4%	2%	6%	8%	4%	4%	4%	4%	3%	5%

Course Categories	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Family Living	14%	20%	34%	17%	41%	17%	16%	25%	20%	30%
Career/Vocations	20%	20%	18%	34%	12%	24%	24%	18%	25%	18%
Hobbies and Avocations	11%	20%	13%	12%	12%	19%	22%	17%	14%	16%
How-To-Do-It	11%	11%	11%	10%	4%	10%	10%	8%	11%	7%
Self-Improvement	14%	11%	11%	7%	16%	9%	8%	8%	10%	11%
Health and Physical Fitness	9%	11%	3%	7%	6%	11%	8%	7%	8%	9%
Sports/Leisure Activities	6%	2%	5%	3%	2%	4%	4%	9%	4%	3%
Current Events	3%	2%	0	2%	2%	2%	4%	5%	5%	4%
Culture and Appreciation	11%	2%	5%	8%	4%	4%	4%	5%	4%	3%

General Category: Family Living
Of Most Interest to 22% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Family Budgets and Bookkeeping	23%	28%	26%	24%	24%	33%	18%	17%	21%	24%
Care of infants and children	15%	20%	17%	18%	18%	24%	10%	2%	5%	19%
Understanding child development (pre-teen)	15%	19%	26%	17%	15%	26%	5%	2%	7%	19%
Financing a Home, Car, Other	15%	14%	20%	13%	18%	20%	10%	7%	18%	14%
Record keeping, Taxes and Wills	14%	19%	9%	13%	18%	12%	13%	19%	18%	12%
Understanding child development (teenagers)	13%	15%	11%	15%	11%	13%	21%	2%	7%	18%
Family Health and Nutrition	12%	8%	29%	13%	6%	11%	11%	17%	7%	13%
Growing Old	10%	6%	3%	10%	5%	4%	10%	29%	13%	9%
Planning for retirement	10%	4%	14%	8%	11%	4%	13%	24%	25%	5%

Courses	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Family Budgets and Bookkeeping	28%	24%	27%	19%	18%	31%	17%	18%	25%	27%
Care of infants and children	18%	19%	5%	9%	20%	17%	5%	15%	13%	18%
Understanding child development (pre-teen)	23%	13%	30%	13%	9%	23%	7%	15%	21%	14%
Financing a Home, Car, Other	15%	18%	16%	6%	25%	12%	7%	14%	8%	19%
Record keeping, Taxes and Wills	17%	11%	22%	16%	2%	17%	14%	10%	23%	11%
Understanding child development (teenagers)	14%	11%	19%	16%	7%	17%	17%	9%	19%	15%
Family Health and Nutrition	5%	13%	5%	16%	13%	9%	21%	10%	4%	16%
Growing Old	5%	14%	3%	3%	18%	9%	5%	7%	8%	16%
Planning for retirement	7%	14%	0	6%	11%	10%	12%	7%	21%	8%

Courses	Designated Areas: 1	2	3	4	5	Congressional Districts: 1	2	3	4	5
Family Budgets and Bookkeeping	0	33%	38%	20%	25%	24%	27%	13%	31%	25%
Care of infants and children	20%	11%	15%	40%	10%	27%	20%	10%	15%	12%
Understanding child development (pre-teen)	20%	11%	0	30%	20%	6%	27%	10%	13%	22%
Financing a Home, Car, Other	0	11%	15%	30%	20%	12%	17%	13%	13%	17%
Record keeping, Taxes and Wills	0	0	31%	0	20%	21%	3%	12%	10%	19%
Understanding child development (teenagers)	20%	22%	8%	0	25%	12%	13%	8%	18%	15%
Family Health and Nutrition	0	0	15%	20%	15%	15%	13%	8%	15%	12%
Growing Old	0	22%	8%	10%	25%	6%	13%	10%	3%	17%
Planning for retirement	0	0	23%	10%	15%	12%	10%	4%	13%	14%

General Category: Career/Vocations

Of Most Interest to 22% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	4-10 Yrs.	Interested for ... Self-Satisfaction	Work Motives	Age 18-34	35-54	55/older	Males	Females
Management Training	39%	38%	29%	43%	38%	32%	49%	35%	42%	38%
Career Preparation and Development	32%	33%	35%	23%	31%	31%	33%	35%	32%	32%
Supervision of People	28%	28%	21%	20%	34%	25%	36%	18%	32%	23%
Running a small business	27%	25%	29%	32%	29%	33%	22%	12%	32%	21%
Changing your career	12%	15%	13%	20%	8%	14%	9%	18%	15%	10%
Sales Careers	11%	9%	12%	8%	9%	10%	9%	29%	14%	8%
Health Careers	10%	12%	10%	5%	11%	12%	8%	0	4%	18%

Courses	College Credit Important	College Experience None	Less than Bachelor	Bachelor or More	Income Less than $10,000	$10,000 to $20,000	More than $20,000	Residents of ... SMSA's	Rural	Other Urban
Management Training	37%	37%	42%	39%	33%	36%	47%	45%	33%	32%
Career Preparation and Development	33%	32%	36%	23%	39%	36%	24%	23%	50%	34%
Supervision of People	29%	23%	33%	35%	22%	27%	33%	30%	21%	31%
Running a small business	28%	28%	28%	23%	22%	27%	29%	34%	28%	17%
Changing your career	13%	14%	12%	6%	19%	12%	11%	14%	10%	12%
Sales Careers	10%	14%	7%	10%	6%	10%	14%	12%	10%	11%
Health Careers	14%	6%	16%	6%	17%	11%	7%	6%	17%	9%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Management Training	25%	33%	50%	45%	50%	29%	37%	44%	42%	45%
Career Preparation and Development	50%	33%	63%	10%	33%	48%	23%	19%	38%	24%
Supervision of People	25%	22%	25%	40%	67%	29%	23%	17%	28%	45%
Running a small business	25%	11%	50%	50%	17%	23%	30%	25%	30%	27%
Changing your career	0	0	0	15%	0	13%	14%	8%	8%	21%
Sales Careers	0	11%	13%	15%	0	4%	21%	6%	14%	9%
Health Careers	25%	0	0	5%	17%	13%	5%	3%	12%	15%

General Category: Hobbies and Avocations

Of Most Interest to 17% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Woodworking	19%	21%	38%	18%	24%	15%	24%	18%	37%	7%
Furniture refinishing	18%	24%	24%	19%	15%	30%	13%	12%	14%	21%
Basic Photography	17%	21%	11%	13%	29%	30%	10%	12%	18%	16%
Advanced Photography	12%	19%	14%	8%	15%	19%	8%	12%	22%	7%
Antiques	12%	11%	16%	13%	9%	6%	19%	10%	12%	12%
Floral Arrangements	11%	6%	5%	9%	15%	6%	19%	8%	3%	16%
Crocheting	11%	4%	5%	11%	6%	7%	8%	20%	2%	15%
Painting and Drawing	11%	17%	11%	11%	6%	13%	11%	11%	6%	14%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Woodworking	20%	17%	22%	24%	14%	19%	22%	20%	20%	17%
Furniture refinishing	26%	17%	16%	24%	16%	21%	17%	18%	15%	22%
Basic Photography	20%	17%	19%	17%	9%	22%	22%	25%	10%	15%
Advanced Photography	18%	8%	16%	24%	7%	16%	15%	13%	10%	15%
Antiques	10%	10%	16%	14%	12%	15%	10%	10%	17%	9%
Floral Arrangements	10%	15%	2%	7%	14%	7%	15%	7%	17%	9%
Crocheting	4%	12%	16%	3%	16%	12%	5%	7%	14%	11%
Painting and Drawing	16%	8%	16%	14%	14%	10%	7%	7%	10%	15%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Woodworking	0	22%	60%	14%	33%	14%	17%	12%	32%	22%
Furniture refinishing	0	0	40%	29%	17%	9%	15%	18%	25%	25%
Basic Photography	50%	11%	20%	43%	17%	14%	12%	21%	29%	13%
Advanced Photography	0	11%	20%	14%	33%	11%	12%	9%	14%	16%
Antiques	0	22%	20%	14%	17%	9%	12%	12%	11%	16%
Floral Arrangements	0	22%	0	0	0	9%	17%	9%	11%	9%
Crocheting	50%	11%	0	0	33%	11%	17%	6%	7%	13%
Painting and Drawing	0	22%	20%	0	0	20%	12%	3%	18%	0

General Category: How-To-Do-It
Of Most Interest to 9% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Auto Repair and Maintenance	58%	68%	50%	57%	58%	73%	44%	48%	64%	35%
Home Repair	43%	40%	60%	39%	54%	37%	58%	43%	38%	66%
Appliance and Small equipment Repair	40%	40%	60%	43%	35%	41%	40%	40%	42%	35%
Upholstering	18%	12%	30%	11%	31%	15%	24%	8%	12%	29%
Garding for Food	11%	4%	10%	11%	12%	2%	20%	12%	5%	29%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Auto Repair and Maintenance	59%	58%	62%	60%	56%	55%	63%	59%	56%	57%
Home Repair	50%	43%	31%	60%	35%	45%	58%	38%	47%	48%
Appliance and Small equipment Repair	45%	34%	69%	40%	42%	45%	26%	35%	38%	57%
Upholstering	36%	16%	0	30%	3%	26%	16%	11%	22%	14%
Gardening for Food	18%	10%	8%	10%	10%	13%	5%	5%	16%	10%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Auto Repair and Maintenance	33%	67%	50%	50%	50%	57%		67%	59%	23%
Home Repair	33%	50%	75%	50%	50%	33%	39%	22%	64%	62%
Appliance and Small equipment Repair	67%	50%	75%	17%	50%	57%	22%	22%	59%	31%
Upholstering	0	0	75%	33%	0	10%	17%	6%	27%	15%
Gardening for Food	33%	17%	0	0	0	19%	6%	6%	9%	15%

General Category: Self-Improvement

Of Most Interest to 9% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Speech and Vocabulary	81%	57%	57%	63%	59%	50%	63%	82%	59%	63%
Writing	37%	38%	38%	40%	45%	40%	33%	35%	41%	33%
Speed Reading	38%	30%	50%	27%	59%	35%	33%	41%	37%	35%
Interpersonal Growth	15%	20%	21%	10%	14%	17%	17%	6%	12%	17%
Fashions and Clothes	13%	11%	0	15%	9%	15%	13%	8%	7%	17%
Grooming	10%	18%	0	10%	5%	10%	10%	12%	7%	13%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Speech and Vocabulary	62%	62%	71%	25%	56%	57%	68%	67%	54%	61%
Writing	33%	38%	35%	25%	24%	54%	24%	28%	46%	39%
Speed Reading	41%	31%	35%	63%	20%	46%	40%	44%	35%	22%
Interpersonal Growth	21%	15%	12%	25%	12%	14%	20%	8%	27%	13%
Fashions and Clothes	10%	13%	18%	0	24%	7%	8%	14%	4%	22%
Grooming	5%	10%	18%	0	12%	7%	12%	3%	8%	26%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Speech and Vocabulary	67%	80%	75%	75%	63%	64%	53%	56%	55%	73%
Writing	0	40%	50%	25%	25%	36%	47%	25%	40%	36%
Speed Reading	33%	40%	75%	25%	38%	36%	20%	31%	60%	27%
Interpersonal Growth	33%	0	0	0	25%	14%	20%	6%	15%	18%
Fashions and Clothes	0	0	0	0	25%	0	0	19%	10%	27%
Grooming	0	20%	0	0	25%	7%	20%	6%	0	18%

General Category: Health and Fitness

Of Most Interest to 9% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Exercise and Diet	43%	44%	40%	58%	29%	46%	39%	42%	63%	36%
Maintaining Mental Health/Dealing with Stress	28%	32%	40%	25%	29%	35%	28%	24%	17%	32%
CPR	19%	12%	20%	20%	29%	27%	17%	16%	13%	22%
Volunteer Work in Health	18%	21%	40%	27%	13%	8%	33%	18%	0	25%
Handicapped Adult Living	17%	9%	10%	13%	17%	15%	6%	24%	29%	12%
Care for the Disabled and Sick	13%	24%	10%	10%	17%	12%	17%	13%	8%	15%
Care for the Aged	13%	15%	10%	7%	13%	4%	11%	21%	8%	15%
Bio-feedback and Body Control	12%	21%	30%	10%	17%	19%	11%	8%	4%	15%
Yoga and related systems	12%	15%	20%	13%	8%	23%	11%	5%	8%	14%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Exercise and Diet	34%	38%	50%	55%	31%	47%	52%	50%	43%	36%
Maintaining Mental Health/Dealing with Stress	38%	21%	40%	36%	23%	24%	43%	25%	19%	40%
CPR	24%	21%	15%	18%	12%	26%	19%	22%	19%	16%
Volunteer Work in Health	21%	17%	25%	9%	15%	21%	19%	14%	24%	20%
Handicapped Adult Living	17%	23%	0	18%	27%	18%	5%	14%	14%	20%
Care for the Disabled and Sick	17%	19%	5%	0	19%	12%	10%	14%	14%	8%
Care for the Aged	10%	17%	10%	0	23%	6%	10%	6%	24%	16%
Bio-feedback and Body Control	24%	6%	25%	18%	4%	12%	24%	19%	5%	8%
Yoga and Related systems	17%	13%	15%	0	12%	18%	5%	8%	5%	24%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Exercise and Diet	100%	20%	0	25%	33%	32%	29%	73%	41%	44%
Maintaining Mental Health/Dealing with Stress	0	60%	0	25%	0	37%	29%	20%	35%	17%
CPR	100%	0	100%	0	33%	16%	14%	13%	29%	22%
Volunteer Work in Health	0	20%	100%	25%	33%	11%	29%	7%	24%	22%
Handicapped Adult Living	0	0	0	50%	0	42%	14%	0	6%	17%
Care for the Disabled and Sick	0	20%	0	0	33%	11%	7%	0	35%	11%
Care for the Aged	0	20%	0	0	0	21%	0	0	12%	28%
Bio-feedback and Body Control	0	20%	0	50%	0	0	29%	7%	24%	6%
Yoga and Related systems	0	40%	0	0	67%	11%	14%	7%	6%	22%

General Category: Sports / Physical Fitness

Of Most Interest to 5% Statewide

Courses	Statewide
Football	38%
Gymnastics/Exercises	30%
Baseball	15%
Tennis	13%
Golf	11%

General Category: Current Events

Of Most Interest to 4% Statewide

Courses	Statewide
Understanding Government	39%
The International Situation	29%
National Issues in the News	24%
Recent U.S. History	18%
National Policy	16%
Rural American Issues	16%
Urban American Issues	16%
International Policy	11%

General Category: Culture and Appreciation

Of Most Interest to 4% Statewide

Courses	Statewide
Appreciation of Literature	22%
Classical Music Appreciation	19%
Great Writers	16%
Modern Writers	14%
Jazz Appreciation	11%
Popular Music Trends	11%
Broadway Theatre	11%
Musical Artists	11%
Gourmet Cooking	11%

INTEREST IN ACADEMIC TYPES OF ADULT EDUCATION

Respondents were asked to assume they had decided to continue their education and to identify from among 29 general categories those in which they would have any interest. (This table is continued on two following pages.)

(See following table for distribution of responses when respondents were asked to identify the one general category in which they would have the most interest.)

Course Categories	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Business and Management	40%	44%	45%	34%	48%	40%	48%	34%	49%	33%
Family Living	28%	22%	24%	28%	20%	24%	24%	34%	17%	33%
Health and Paramedical Services	21%	25%	22%	20%	22%	22%	18%	23%	9%	31%
Home Economics	19%	18%	17%	24%	11%	16%	22%	23%	4%	32%
Agriculture and Natural Resources	14%	11%	12%	14%	15%	11%	15%	18%	24%	5%
Education	15%	21%	21%	15%	15%	19%	13%	13%	10%	20%
Mechanical and Engineering Technologies	13%	13%	9%	11%	16%	17%	11%	8%	26%	2%
Engineering	12%	12%	10%	11%	18%	14%	11%	8%	24%	1%
Adult Basic Education/G.E.D.	9%	10%	9%	11%	9%	10%	8%	10%	9%	9%
Computers and Data Processing	13%	16%	18%	11%	13%	16%	15%	5%	15%	12%
Fine and Applied Arts	11%	14%	15%	13%	9%	13%	10%	9%	6%	16%
Psychology	15%	20%	21%	14%	15%	18%	16%	7%	11%	18%
Public Affairs and Services	10%	10%	8%	11%	7%	9%	10%	13%	9%	11%
Law	7%	7%	7%	7%	6%	7%	8%	7%	10%	4%
Communications	9%	10%	15%	7%	9%	10%	9%	5%	9%	8%
Mathematics	7%	7%	9%	6%	9%	8%	6%	5%	8%	6%
Foreign Languages	9%	11%	12%	11%	7%	10%	7%	10%	8%	10%
Social Sciences	8%	10%	9%	10%	5%	6%	11%	7%	7%	8%
Biological Sciences	7%	9%	7%	6%	8%	8%	7%	4%	6%	8%
Letters	5%	6%	8%	8%	3%	4%	6%	8%	5%	6%
Physical Sciences	5%	8%	5%	4%	5%	6%	4%	4%	6%	3%
Public Service and Related Technologies	5%	6%	7%	6%	3%	4%	8%	5%	3%	7%
Theology	5%	6%	7%	6%	3%	4%	6%	6%	4%	6%
Architecture and Environmental Design	5%	5%	4%	6%	5%	5%	6%	3%	7%	3%
Natural Sciences	6%	6%	7%	5%	6%	5%	6%	7%	7%	4%
Military Sciences	1%	1%	1%	1%	0	1%	0	1%	1%	0
Area Studies	1%	1%	2%	2%	1%	1%	2%	2%	2%	1%
Interdisciplinary Studies	1%	1%	1%	1%	1%	1%	2%	1%	0	2%
Library Science	1%	1%	4%	1%	1%	0	2%	2%	0	3%

Respondents examined a booklet containing a list of academic types of courses grouped into 29 general categories. Each respondent was asked to identify all of the general categories (multiple responses possible) in which he/she would have any interest. This table (R-60) displays their responses.

Each respondent was then asked to identify the one general category in which he/she would have the most interest (see R-61) and to identify the particular courses (up to three) of most interest within that general category.

Tables R-62 through R-69 display preferences for particular courses thus identified in each of the general categories.

... table continued from previous page.

Course Categories	College Credit Important	College Experience			Income			Residents of ...		
		None	Less than Bachelor	Bachelor or More	Less than $10,000	$10,000 to $20,000	More than $20,000	SMSA's	Other Urban	Rural
Business and Management	45%	38%	44%	46%	28%	40%	53%	42%	41%	39%
Family Living	23%	32%	18%	15%	37%	25%	18%	22%	26%	31%
Health and Paramedical Services	26%	21%	24%	16%	25%	23%	16%	19%	25%	22%
Home Economics	18%	22%	17%	11%	23%	19%	15%	15%	19%	24%
Agriculture and Natural Resources	11%	16%	12%	9%	11%	16%	13%	11%	24%	10%
Education	23%	12%	17%	27%	14%	18%	16%	16%	18%	14%
Mechanical and Engineering Technologies	14%	14%	15%	7%	9%	15%	15%	14%	13%	10%
Engineering	14%	11%	14%	12%	7%	14%	15%	13%	9%	11%
Adult Basic Education/G.E.D.	9%	13%	7%	0	13%	0	7%	10%	8%	9%
Computers and Data Processing	16%	9%	21%	16%	6%	16%	17%	13%	11%	16%
Fine and Applied Arts	13%	9%	14%	13%	9%	14%	11%	10%	10%	13%
Psychology	21%	11%	20%	21%	10%	16%	19%	17%	14%	13%
Public Affairs and Services	9%	9%	11%	13%	10%	10%	10%	12%	10%	9%
Law	8%	6%	7%	14%	9%	5%	7%	9%	6%	6%
Communications	8%	7%	10%	11%	7%	10%	9%	8%	7%	10%
Mathematics	8%	9%	4%	3%	6%	9%	6%	8%	7%	6%
Foreign Languages	10%	7%	12%	11%	9%	9%	10%	11%	7%	8%
Social Sciences	11%	5%	9%	16%	3%	9%	11%	9%	8%	6%
Biological Sciences	10%	4%	12%	8%	4%	6%	10%	9%	5%	6%
Letters	5%	4%	7%	8%	6%	4%	6%	6%	4%	6%
Physical Sciences	7%	2%	8%	8%	3%	4%	9%	4%	3%	7%
Public Service and Related Technologies	6%	6%	5%	4%	6%	5%	6%	5%	7%	5%
Theology	6%	4%	6%	7%	4%	5%	6%	6%	4%	4%
Architecture and Environmental Design	5%	4%	6%	6%	4%	5%	5%	6%	5%	3%
Natural Sciences	6%	5%	7%	8%	6%	5%	6%	7%	3%	6%
Military Sciences	1%	1%	0	1%	0	1%	1%	0	0	1%
Area Studies	1%	1%	2%	2%	1%	2%	1%	2%	1%	1%
Interdisciplinary Studies	1%	0	2%	3%	1%	1%	3%	1%	1%	1%
Library Science	1%	1%	1%	2%	1%	2%	1%	1%	1%	2%

... table continued from previous page.

Course Categories	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Business and Management	39%	34%	47%	45%	44%	34%	31%	30%	47%	51%
Family Living	22%	30%	32%	20%	33%	33%	22%	23%	23%	28%
Health and Paramedical Services	33%	18%	24%	11%	29%	25%	16%	12%	24%	27%
Home Economics	19%	23%	21%	11%	25%	23%	16%	14%	18%	24%
Agriculture and Natural Resources	17%	11%	18%	9%	21%	15%	15%	6%	17%	18%
Education	17%	14%	16%	18%	17%	13%	18%	12%	16%	19%
Mechanical and Engineering Technologies	8%	11%	21%	18%	3%	9%	13%	7%	21%	15%
Engineering	6%	16%	18%	20%	23%	6%	12%	8%	18%	15%
Adult Basic Education/G.E.D.	6%	5%	13%	2%	15%	7%	4%	7%	15%	13%
Computers and Data Processing	25%	9%	16%	21%	13%	10%	13%	11%	16%	14%
Fine and Applied Arts	0	20%	11%	11%	10%	9%	13%	9%	15%	9%
Psychology	14%	14%	26%	11%	10%	13%	12%	16%	21%	12%
Public Affairs and Services	8%	16%	13%	9%	6%	7%	11%	12%	13%	9%
Law	6%	11%	0	13%	4%	2%	12%	10%	5%	8%
Communications	6%	11%	3%	5%	8%	9%	6%	9%	11%	8%
Mathematics	3%	7%	8%	7%	10%	4%	8%	3%	7%	13%
Foreign Languages	3%	11%	8%	14%	6%	6%	9%	9%	13%	9%
Social Sciences	8%	9%	8%	5%	4%	5%	7%	7%	10%	9%
Biological Sciences	8%	11%	5%	5%	2%	4%	7%	5%	10%	7%
Letters	0	5%	0	7%	8%	7%	5%	4%	5%	5%
Physical Sciences	6%	9%	5%	2%	2%	4%	6%	3%	7%	4%
Public Service and Related Technologies	6%	5%	3%	7%	6%	6%	6%	5%	3%	8%
Theology	8%	2%	0	7%	2%	5%	4%	4%	7%	6%
Architecture and Environmental Design	6%	9%	5%	5%	0	3%	4%	3%	6%	7%
Natural Sciences	8%	7%	5%	2%	4%	3%	4%	5%	7%	9%
Military Sciences	0	2%	0	2%	0	1%	2%	0	0	1%
Area Studies	0	2%	3%	0	2%	0	1%	0	3%	3%
Interdisciplinary Studies	6%	0	0	0	2%	1%	1%	0	1%	2%
Library Science	0	0	0	2%	2%	1%	2%	0	2%	2%

General Categories identified as areas of most interest. (This table is continued on 2 following pages.)

(See following tables for distributions of responses when respondents were asked to identify individual courses of most interest within the general category identified as of most interest.)

Course Categories	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Business and Management	20%	18%	24%	16%	28%	20%	22%	19%	27%	15%
Family Living	12%	7%	9%	14%	8%	9%	12%	18%	7%	15%
Health and Paramedical Services	11%	13%	10%	10%	11%	12%	10%	10%	3%	17%
Home Economics	7%	6%	6%	10%	2%	5%	7%	11%	0	12%
Agriculture and Natural Resources	6%	4%	4%	5%	6%	3%	7%	9%	10%	2%
Education	6%	6%	7%	4%	7%	7%	5%	3%	3%	8%
Mechanical and Engineering Technologies	5%	5%	3%	6%	6%	8%	4%	2%	11%	0
Engineering	5%	5%	6%	4%	9%	7%	4%	4%	11%	1%
Adult Basic Education/G.E.D.	4%	4%	4%	4%	5%	4%	4%	6%	4%	5%
Computers and Data Processing	3%	4%	4%	3%	2%	4%	4%	0	3%	3%
Fine and Applied Arts	3%	4%	3%	4%	3%	4%	2%	2%	2%	4%
Psychology	3%	4%	5%	2%	3%	3%	4%	0	3%	3%
Public Affairs and Services	2%	3%	1%	2%	1%	2%	2%	2%	1%	3%
Law	2%	2%	2%	2%	1%	1%	3%	1%	3%	1%
Communications	1%	2%	2%	2%	1%	2%	2%	0	2%	1%
Mathematics	1%	2%	2%	1%	2%	2%	1%	1%	1%	1%
Foreign Languages	1%	2%	0	1%	0	1%	1%	2%	1%	1%
Social Sciences	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%
Biological Sciences	1%	1%	1%	1%	0	1%	1%	1%	1%	1%
Letters	1%	1%	2%	1%	0	1%	1%	0	1%	1%
Physical Sciences	1%	1%	1%	0	1%	1%	1%	1%	1%	0
Public Service and Related Technologies	1%	1%	2%	1%	0	1%	1%	0	1%	1%
Theology	1%	1%	1%	1%	0	1%	0	1%	0	1%
Architecture and Environmental Design	1%	1%	0	1%	1%	1%	0	0	1%	0
Natural Sciences	1%	0	1%	1%	1%	0	1%	0	1%	0
Military Sciences	LT ½%	–	–	–	–	–	–	–	–	–
Area Studies	LT ½%	–	–	–	–	–	–	–	–	–
Interdisciplinary Studies	LT ½%	–	–	–	–	–	–	–	–	–
Library Science	LT ½%	–	–	–	–	–	–	–	–	–

... table continued from previous page.

Course Categories	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ...: SMSA's	Residents of ...: Other Urban	Residents of ...: Rural
Business and Management	23%	17%	28%	22%	13%	19%	29%	23%	19%	15%
Family Living	8%	16%	7%	5%	20%	11%	7%	9%	14%	13%
Health and Paramedical Services	14%	11%	13%	7%	13%	12%	8%	11%	11%	10%
Home Economics	4%	8%	4%	5%	11%	6%	3%	6%	7%	9%
Agriculture and Natural Resources	3%	7%	4%	3%	3%	7%	5%	4%	11%	4%
Education	10%	2%	6%	12%	4%	7%	5%	7%	5%	5%
Mechanical and Engineering Technologies	4%	6%	6%	2%	6%	6%	5%	6%	6%	4%
Engineering	6%	4%	7%	7%	5%	4%	6%	7%	2%	5%
Adult Basic Education / G.E.D.	3%	7%	2%	0	6%	5%	3%	5%	3%	6%
Computers and Data Processing	4%	3%	2%	5%	2%	3%	5%	3%	3%	4%
Fine and Applied Arts	4%	2%	4%	5%	3%	3%	4%	3%	2%	5%
Psychology	4%	2%	4%	5%	1%	3%	4%	3%	3%	2%
Public Affairs and Services	1%	2%	2%	1%	2%	2%	2%	2%	2%	1%
Law	2%	2%	0	3%	2%	2%	1%	2%	1%	2%
Communications	2%	1%	2%	2%	0	2%	2%	1%	2%	3%
Mathematics	0	2%	1%	0	1%	2%	1%	1%	2%	1%
Foreign Languages	0	1%	0	2%	1%	1%	1%	2%	1%	1%
Social Sciences	2%	1%	1%	3%	0	2%	1%	1%	1%	1%
Biological Sciences	0	1%	1%	2%	0	1%	1%	1%	1%	1%
Letters	1%	0	2%	1%	1%	0	2%	1%	1%	1%
Physical Sciences	1%	0	1%	2%	0	1%	1%	1%	1%	1%
Public Service and Related Technologies	1%	1%	0	0	2%	1%	0	0	2%	1%
Theology	1%	1%	0	1%	1%	1%	1%	1%	0	0
Architecture and Environmental Design	1%	1%	1%	0	1%	1%	0	1%	1%	0
Natural Sciences	0	0	0	2%	0	0	2%	1%	0	1%
Military Sciences	–	–	–	–	–	–	–	–	–	–
Area Studies	–	–	–	–	–	–	–	–	–	–
Interdisciplinary Studies	–	–	–	–	–	–	–	–	–	–
Library Science	–	–	–	–	–	–	–	–	–	–

... table continued from previous page.

Course Categories	Designated Areas					Congressional Districts				
	1	2	3	4	5	1	2	3	4	5
Business and Management	19%	21%	18%	31%	8%	18%	28%	20%	18%	21%
Family Living	11%	12%	13%	11%	14%	20%	7%	10%	10%	11%
Health and Paramedical Services	8%	5%	11%	5%	18%	11%	10%	6%	15%	12%
Home Economics	11%	12%	5%	4%	10%	7%	7%	6%	4%	10%
Agriculture and Natural Resources	11%	12%	5%	0	10%	8%	7%	3%	6%	5%
Education	6%	5%	5%	7%	4%	4%	8%	6%	7%	3%
Mechanical and Engineering Technologies	0	2%	11%	5%	6%	5%	5%	4%	7%	6%
Engineering	0	9%	5%	7%	4%	2%	4%	6%	8%	5%
Adult Basic Education/G.E.D.	3%	2%	5%	0	10%	3%	2%	6%	4%	8%
Computers and Data Processing	11%	0	3%	4%	4%	3%	4%	4%	4%	2%
Fine and Applied Arts	0	0	5%	5%	6%	4%	3%	4%	3%	2%
Psychology	3%	5%	5%	4%	0	3%	3%	4%	4%	1%
Public Affairs and Services	3%	2%	0	4%	0	2%	2%	2%	1%	3%
Law	0	2%	0	4%	2%	0	3%	3%	1%	2%
Communications	3%	0	5%	2%	0	2%	2%	1%	2%	1%
Mathematics	0	0	0	0	0	2%	1%	1%	2%	0
Foreign Languages	0	2%	0	4%	0	1%	2%	1%	1%	0
Social Sciences	3%	0	0	0	0	1%	0	1%	1%	2%
Biological Sciences	6%	0	0	0	2%	1%	1%	2%	0	1%
Letters	0	2%	0	0	0	2%	0	1%	1%	0
Physical Sciences	3%	0	0	0	0	1%	1%	1%	1%	1%
Public Service and Related Technologies	0	2%	0	0	0	2%	1%	0	1%	1%
Theology	0	0	0	0	2%	1%	0	0	1%	1%
Architecture and Environmental Design	0	0	2%	2%	0	1%	1%	1%	1%	1%
Natural Sciences	0	0	0	2%	0	0	1%	0	1%	1%
Military Sciences	–	–	–	–	–	–	–	–	–	–
Area Studies	–	–	–	–	–	–	–	–	–	–
Interdisciplinary Studies	–	–	–	–	–	–	–	–	–	–
Library Science	–	–	–	–	–	–	–	–	–	–

General Category: Business and Management
Of Most Interest to 20% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Accounting	33%	36%	41%	37%	29%	43%	31%	16%	24%	47%
Business Management and Administration	29%	31%	24%	21%	33%	30%	34%	19%	36%	20%
Investments and Securities	19%	16%	29%	23%	17%	14%	18%	36%	21%	18%
Banking and Finance	16%	14%	10%	11%	19%	20%	18%	5%	17%	16%
Personnel Management	16%	19%	20%	15%	14%	15%	18%	16%	18%	13%
Business and Commerce, General	15%	14%	5%	21%	12%	18%	8%	22%	14%	17%
Real Estate	13%	17%	10%	10%	15%	13%	11%	16%	15%	9%
Business Economics	10%	9%	7%	11%	10%	9%	8%	16%	11%	9%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Accounting	38%	30%	38%	37%	38%	38%	29%	38%	38%	24%
Business Management and Administration	35%	26%	41%	17%	25%	31%	29%	25%	33%	83%
Investments and Securities	16%	16%	26%	17%	9%	19%	26%	19%	20%	20%
Banking and Finance	21%	14%	21%	13%	19%	14%	19%	18%	20%	11%
Personnel Management	19%	14%	21%	13%	13%	26%	13%	13%	13%	25%
Business and Commerce, General	13%	14%	16%	17%	22%	10%	15%	16%	11%	18%
Real Estate	13%	13%	8%	20%	9%	16%	10%	14%	9%	15%
Business Economics	9%	10%	10%	10%	13%	11%	8%	6%	18%	11%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Accounting	25%	33%	29%	35%	20%	13%	37%	42%	31%	36%
Business Management and Administration	25%	44%	57%	41%	60%	37%	35%	20%	31%	26%
Investments and Securities	50%	22%	29%	18%	20%	20%	20%	15%	28%	17%
Banking and Finance	25%	22%	43%	29%	40%	13%	17%	13%	19%	18%
Personnel Management	25%	11%	0	18%	20%	20%	15%	7%	19%	21%
Business and Commerce, General	0	0	14%	6%	20%	17%	9%	20%	13%	19%
Real Estate	25%	22%	14%	12%	0	10%	13%	10%	13%	17%
Business Economics	0	22%	14%	6%	40%	17%	9%	5%	6%	14%

Other courses mentioned by fewer than 10% (descending order of frequency): Marketing, Purchasing, Distribution; Secretarial skills; Insurance; Business Statistics; Hotel and Restaurant Management; Operations Research; Personal Service Technologies; Communications and Broadcasting; Printing and Lithography; Transportation and Public Utilities; International Business; Labor and Industrial Relations; Graphic and Applied Arts.

General Category: Family Living
Of Most Interest to 12% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Family Health	66%	43%	58%	61%	67%	52%	62%	81%	60%	65%
First Aid	44%	24%	37%	41%	33%	38%	30%	66%	46%	43%
Child Development	29%	54%	47%	38%	22%	48%	32%	5%	20%	35%
Marriage	17%	27%	37%	20%	11%	29%	16%	5%	9%	21%
Family Planning	10%	16%	11%	8%	11%	12%	8%	11%	6%	12%

Courses	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Family Health	52%	71%	35%	56%	78%	56%	57%	51%	79%	61%
First Aid	32%	50%	29%	11%	64%	39%	19%	30%	47%	55%
Child Development	52%	22%	65%	33%	4%	56%	29%	35%	32%	24%
Marriage	20%	14%	24%	33%	4%	20%	33%	16%	11%	24%
Family Planning	13%	9%	18%	11%	7%	12%	10%	11%	3%	16%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Family Health	80%	40%	75%	33%	86%	78%	54%	48%	56%	74%
First Aid	0	0	75%	17%	57%	61%	8%	33%	22%	61%
Child Development	0	40%	25%	50%	43%	20%	38%	24%	44%	35%
Marriage	40%	40%	0	33%	29%	20%	23%	14%	17%	13%
Family Planning	0	20%	0	0	14%	12%	0	5%	22%	9%

Other courses mentioned by fewer than 10% (descending order of frequency): Law for Laymen; Consumerism.

General Category: Health and Paramedical Services and Professions
Of Most Interest to 11% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Nursing, RN	30%	39%	24%	19%	35%	40%	24%	14%	12%	34%
Health Professions, General	17%	17%	35%	17%	12%	17%	21%	10%	12%	18%
Nursing, Graduate Training	14%	19%	18%	12%	15%	12%	21%	10%	6%	15%
Nursing, Practical	14%	14%	12%	17%	6%	8%	21%	19%	0	16%
Physical Therapy	11%	10%	18%	12%	9%	10%	14%	10%	6%	12%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Nursing, RN	44%	21%	46%	45%	20%	30%	41%	32%	23%	36%
Health Professions, General	17%	19%	18%	0	23%	15%	9%	7%	13%	36%
Nursing, Graduate Training	17%	6%	25%	27%	7%	11%	27%	18%	7%	14%
Nursing, Practical	12%	22%	0	0	20%	13%	9%	14%	20%	7%
Physical Therapy	7%	8%	18%	9%	7%	15%	9%	14%	10%	7%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Nursing, RN	50%	50%	20%	67%	33%	25%	31%	50%	27%	29%
Health Professions, General	50%	0	0	0	22%	30%	31%	8%	7%	13%
Nursing, Graduate Training	0	0	20%	33%	0	20%	13%	25%	13%	4%
Nursing, Practical	0	50%	40%	0	0	10%	13%	25%	17%	8%
Physical Therapy	0	0	40%	33%	0	5%	13%	8%	23%	0

Other courses mentioned by fewer than 10% (descending order of frequency): Public Health; Medical Assistant; Health Services, General; Dentistry; Medical or Biological Lab Technologies; Inhalation Therapy; Surgical Technologies; Dental Assistant; Animal Lab Assistant Technologies; Veterinarian Medicine; Chiopractic; Medical Records; Institutional Management Technologies; Radiologic Technologies.

General Category: Home Economics
Of Most Interest to 7% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Home Decoration and Home Equipment	42%	38%	50%	47%	29%	48%	38%	41%	33%	44%
Foods and Nutrition	30%	42%	40%	31%	29%	24%	33%	32%	33%	31%
Home Economics, General	27%	17%	20%	24%	43%	19%	42%	18%	0	27%
Clothing and Textiles	24%	21%	20%	22%	29%	33%	21%	18%	33%	24%
Family Relations and Child Development	24%	29%	40%	27%	14%	48%	8%	18%	33%	24%
Consumer Economics and Home Management	15%	8%	20%	16%	14%	10%	17%	18%	0	15%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Home Decoration and Home Equipment	47%	45%	50%	14%	42%	42%	50%	54%	45%	29%
Foods and Nutrition	37%	28%	25%	43%	21%	42%	13%	29%	35%	24%
Home Economics, General	28%	32%	8%	29%	25%	31%	25%	25%	30%	29%
Clothing and Textiles	28%	21%	33%	29%	17%	19%	38%	21%	25%	24%
Family Relations and Child Development	37%	30%	8%	14%	29%	12%	38%	38%	10%	24%
Consumer Economics and Home Management	0	15%	8%	14%	17%	15%	13%	4%	5%	33%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Home Decoration and Home Equipment	50%	0	0	100%	20%	42%	46%	40%	50%	37%
Foods and Nutrition	50%	20%	100%	50%	20%	8%	31%	27%	38%	42%
Home Economics, General	0	0	50%	0	40%	42%	31%	20%	13%	26%
Clothing and Textiles	0	20%	0	0	20%	25%	23%	13%	38%	26%
Family Relations and Child Development	100%	20%	0	50%	20%	33%	8%	27%	50%	16%
Consumer Economics and Home Management	0	60%	0	0	40%	25%	23%	0	25%	11%

Institutional and Cafeteria Management was the only other course mentioned in this category.

General Category: Agriculture and Natural Resources
Of Most Interest to 6% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Agriculture, General	30%	18%	0	25%	23%	16%	26%	57%	36%	0
Agriculture and Farm Management	24%	32%	40%	19%	27%	16%	33%	24%	22%	36%
Animal Science	17%	18%	20%	25%	15%	10%	26%	14%	16%	18%
Horticulture	17%	18%	20%	19%	12%	26%	15%	10%	13%	36%
Agronomy	16%	7%	0	8%	23%	6%	30%	14%	16%	18%
Soils Science	15%	14%	0	14%	19%	10%	19%	14%	16%	0
Natural Resources Management	14%	11%	20%	8%	12%	13%	22%	5%	15%	9%
Poultry Science	13%	11%	30%	11%	19%	32%	0	0	12%	9%
Fish, General Wildlife Management	13%	21%	30%	11%	15%	19%	4%	14%	15%	0
Ornamental Horticulture	10%	7%	10%	8%	8%	10%	7%	14%	7%	27%

Courses	College Credit Important	College Experience: None	College Experience: Less than Bachelor	College Experience: Bachelor or More	Income: Less than $10,000	Income: $10,000 to $20,000	Income: More than $20,000	Residents of ...: SMSA's	Residents of ...: Rural	Residents of ...: Other Urban
Agriculture, General	27%	33%	33%	0	47%	25%	23%	36%	32%	32%
Agriculture and Farm Management	32%	28%	8%	17%	0	25%	38%	18%	32%	17%
Animal Science	36%	18%	17%	17%	18%	17%	23%	9%	18%	32%
Horticulture	9%	18%	25%	0	24%	17%	8%	5%	13%	39%
Agronomy	9%	20%	8%	0	24%	7%	23%	27%	13%	11%
Soils Science	14%	15%	0	33%	18%	5%	38%	23%	13%	6%
Natural Resources Management	14%	11%	17%	33%	12%	17%	0	14%	16%	11%
Poultry Science	14%	13%	17%	0	24%	13%	8%	18%	8%	11%
Fish, General Wildlife Management	14%	11%	17%	17%	6%	22%	0	14%	11%	17%
Ornamental Horticulture	9%	10%	17%	0	6%	10%	8%	0	13%	17%

Courses	Designated Areas: 1	2	3	4	5	Congressional Districts: 1	2	3	4	5
Agriculture, General	0	20%	0	0	50%	17%	30%	44%	25%	44%
Agriculture and Farm Management	33%	0	0	33%	13%	30%	10%	11%	42%	25%
Animal Science	67%	0	67%	0	63%	13%	0	0	33%	44%
Horticulture	0	80%	0	33%	0	35%	20%	11%	0	6%
Agronomy	0	0	0	0	25%	17%	0	22%	17%	31%
Soils Science	0	0	33%	0	25%	4%	0	22%	33%	31%
Natural Resources Management	0	40%	67%	0	0	13%	20%	11%	25%	0
Poultry Science	0	0	0	100%	13%	17%	20%	11%	0	6%
Fish, General Wildlife Management	0	40%	33%	33%	0	9%	20%	0	25%	6%
Ornamental Horticulture	33%	40%	0	0	0	17%	20%	0	0	0

Other courses mentioned by fewer than 10% (descending order of frequency): Forestry; Agricultural Business; Agricultural Economics; Agriculture and Forestry Technologies; Range Management.

General Category: Education
Of Most Interest to 6% Statewide

Courses	Statewide	Likely within ... 3 Yrs.	Likely within ... 4-10 Yrs.	Interested for ... Self-Satisfaction	Interested for ... Work Motives	Age 18-34	Age 35-54	Age 55/older	Males	Females
Elementary Education, General	29%	21%	50%	30%	25%	29%	27%	33%	0	37%
Speech Correction	15%	15%	8%	25%	5%	8%	13%	67%	9%	17%
Special Education, General	13%	21%	0	10%	10%	13%	20%	0	18%	12%
Counselling and Guidance	13%	18%	17%	5%	30%	13%	20%	0	27%	10%
Pre-Elementary Education	12%	9%	17%	20%	10%	10%	13%	17%	0	15%
Curriculum and Instruction	10%	15%	17%	5%	15%	18%	0	0	9%	10%
Reading Education	10%	6%	17%	0	15%	10%	13%	0	0	12%
Physical Education	10%	9%	0	10%	15%	16%	0	0	18%	7%

Courses	College Credit Important	College Experience None	College Experience Less than Bachelor	College Experience Bachelor or More	Income Less than $10,000	Income $10,000 to $20,000	Income More than $20,000	Residents of ... SMSA's	Residents of ... Rural	Residents of ... Other Urban
Elementary Education, General	27%	53%	23%	11%	30%	37%	14%	26%	33%	31%
Speech Correction	12%	11%	23%	11%	10%	19%	14%	15%	17%	15%
Special Education, General	17%	5%	15%	22%	10%	11%	21%	15%	25%	0
Counselling and Guidance	15%	5%	15%	22%	10%	11%	21%	22%	0	8%
Pre-Elementary Education	10%	16%	23%	0	20%	7%	14%	19%	8%	0
Curriculum and Instruction	10%	0	15%	11%	0	11%	14%	15%	0	8%
Reading Education	10%	16%	8%	6%	20%	7%	7%	15%	0	8%
Physical Education	15%	5%	31%	0	10%	11%	7%	7%	17%	8%

Courses	Designated Areas 1	2	3	4	5	Congressional Districts 1	2	3	4	5
Elementary Education, General	0	50%	0	0	100%	33%	29%	42%	14%	33%
Speech Correction	0	0	0	0	0	0	7%	17%	29%	17%
Special Education, General	100%	0	0	0	0	17%	14%	17%	7%	17%
Counselling and Guidance	0	0	0	0	0	0	7%	17%	29%	0
Pre-Elementary Education	0	0	0	0	0	0	7%	25%	7%	17%
Curriculum and Instruction	0	0	0	25%	0	0	21%	00	14%	0
Reading Education	0	50%	0	75%	0	0	29%	8%	0	0
Physical Education	0	50%	50%	25%	0	17%	14%	0	14%	0

Other courses mentioned by fewer than 10% (descending order of frequency): Higher Education, General; Education of the Mentally Retarded; Education of the Deaf; Special Learning Disabilities; Secondary Education, General; Education of the Gifted; Education of the Emotionally Disturbed; Remedial Education.

General Category: Mechanical and Engineering Technologies
Of Most Interest to 5% Statewide

Courses	Statewide
Welding Technologies	40%
Automotive Technologies	29%
Diesel Technologies	17%
Mechanical Technologies	17%
Construction and Building Technologies	17%
Aeronautical and Aviation Technologies	14%
Mechanical and Engineering Technologies, General	12%
Engineering Graphics	12%
Electronics and Machine Technologies	10%

General Category: Engineering
Of Most Interest to 5% Statewide

Courses	Statewide
Electrical, Electronic and Communications Engineering	31%
Engineering, General	24%
Civil, Construction and Transportation Engineering	20%
Chemical Engineering	16%
Mechanical Engineering	16%
Architectural Engineering	10%

General Category: Adult Basic Education/G.E.D.
Of Most Interest to 4% Statewide

Courses	Statewide
Word Usage	21%
General Math	21%
Punctuation	19%
Literature	17%
American Government	13%
Vocabulary	10%
American History	10%

General Category: Computers and Data Processing
Of Most Interest to 3% Statewide

Courses	Statewide
Computer Programming	57%
Key Punch Operator	40%
Computer and Peripheral Equipment Operation	23%
Data Processing	20%
Systems Analysis	20%
Information Sciences and Systems	17%
Data Processing Equipment Maintenance	13%
Computer and Information Sciences, General	10%

General Category: Fine and Applied Arts

Of Most Interest to 3% Statewide

Courses	Statewide
Music	37%
Art	33%
Applied Design	27%
Photography	20%
Music History and Appreciation	17%
Art History and Appreciation	10%
Dramatic Arts	10%
Dance	10%

General Category: Psychology

Of Most Interest to 3% Statewide

Courses	Statewide
Psychology for Counselling	55%
Psychology, General	38%
Social Psychology	28%
Industrial Psychology	17%
Developmental Psychology	17%
Experimental Psychology	14%
Clinical Psychology	14%
Statistics in Psychology	10%
Physiological Psychology	10%

General Category: Public Affairs and Services

Of Most Interest to 2% Statewide

Courses	Statewide
Social Work and Helping Services	61%
Community Services, General	30%
Public Administration	26%
Law Enforcement and Corrections	13%

General Category: Law

Of Most Interest to 2% Statewide

Courses	Statewide
Law, General	94%
Other Law	12%

Other academic General Categories which respondents identified as of Most Interest drew too few mentions (1% or fewer) to provide meaningful information on particular course preferences. General Categories included in this group are: Communications, Mathematics, Foreign Languages, Social Sciences, Biological Sciences, Letters, Physical Sciences, Public Service and Related Technologies, Theology, Architecture and Environmental Design, Natural Sciences, Military Sciences, Area Studies, Interdisciplinary Studies, and Library Science.

APPENDICES

APPENDIX A

KANSAS CONTINUING EDUCATION SURVEY

- 1979 -

Hello, I'm _____ with Central Research Corporation, and a group of Kansas Public and Private Colleges and Junior Colleges have asked us to help them find out what they can do to serve adult Kansans who might have an interest in continuing their education in some way. Would you help us out by allowing me to take a few minutes of your time to ask some questions? Thank you.

If respondent says he/she doesn't know anything about it or is not interested in continuing education ... explain that it is important for us to know that too, and you would still like to ask the questions. Also, explain that "Continuing Education" as we use the term, is not limited to traditional academic courses taken for credit at a nearby college ... it can also refer to courses or training programs which would help someone prepare for a different job or vocation, or simply to a very short course lasting just several hours and presented at a local meeting place (i.e., a class on microwave cooking).

[1 – 5]

Some people may have very definite plans to go back to school or continue their education in some other way as adults. Others may have less definite plans along these lines, and still others may not have thought much about it. I'd like to start off by having you *assume that you have decided to continue your education in some way* and that any practical barriers (like money, transportation, enough free time, and the like) have been removed.

1. If you had decided to continue your education as an adult, would it be mostly for self-satisfaction or self-improvement, or would it more likely be for work related reasons?

Self-satisfaction, Self-improvement	1	(Skip to 5)
Work related reasons	2	[6]
Both	3	[6]
Don't know	4	(Skip to 5)

If "WORK RELATED" or "BOTH"

2. Would your work related interest be mostly in ...

Circle one.

Gaining knowledge or skills useful in your present job	1	[7]
Getting qualified for promotion in your present line of work	2	
Preparing for a new or different line of work	3	
[Don't know]	4	

If "PREPARING FOR DIFFERENT LINE OF WORK"

3. What type of work do you think you would be interested in preparing for?

[8-9]

4. Once you had prepared for a new line of work, how do you think you would find out about available jobs in a new line of work?

[10-11]

Ask Everyone

5. Would it be important to you to receive college credit for courses that you might take?

Yes—Important	1	[12]
No—Not important	2	(Skip to 9)
Don't know	3	(Skip to 9)

If "YES" to Q.5:

6. Do you think you would need to start off by "brushing up" on your background in the fundamentals like math or English?

Yes	1	[13]
No	2	
Don't know	3	

7. Would your need, at first, be for courses at the freshman or sophomore level, or would it be for more advanced or upper level courses?

Freshman/Sophomore courses	1	[14]
Upper level courses	2	
Don't know	3	

8. Would completion of a college degree be a goal? (What kind?)

Yes—2-yr.(Assoc.) degree	1	[15]
Yes—4-yr.(Bach.) degree	2	
Yes—Advanced degree	3	
No	4	
Don't know	5	

If "NO" or "DON'T KNOW" to Q.5:

9. Would it be important to you to receive some other type of formal certification or recognition for courses you might take?

Yes—Important	1	[16]
No—Not important	2	(Skip to 11)
Don't know	3	(Skip to 11)

If "YES" to Q.9:

10. What kind or form of recognition or certification would it be important for you to receive?

[17-18]

Present Booklet

Ask Everyone

Now, ... still assuming that you have a desire to continue your education, and that barriers to your doing so have been removed, ... I'd like for you to glance through the different types of Personal Interest courses contained on the yellow pages in this booklet.

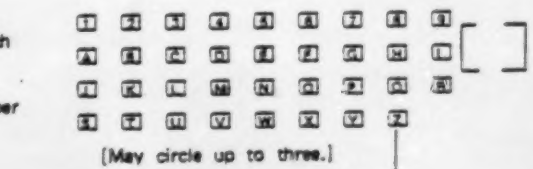
11. If you were going to continue your education as an adult, which of the General Areas listed (those printed in the boxes) do you think would be of interest to you? Any others? [Circle all mentioned under 11 at right.]

12. Of the General Areas you mentioned [read back under 11] which ONE would you say is of most interest to you? [Circle one response under 12 at right.]

13. And which one would be second? [Circle one response under 13 at right.]

	11. Any Interest		12. Most Interested	13. 2nd.	
	1	Family Living	1	1	
	2	Career/Vocations	2	2	
	3	Hobbies and Avocations	3	3	
	4	How-To-Do-It	4	4	
[19-27]	5	Health and Physical Fitness	5	[28] 5	[29]
	6	Current Events	6	6	
	7	Culture and Appreciation	7	7	
	8	Self-Improvement	8	8	
	9	Sports/Leisure activities	9	9	

14. Under the General Area you said would be of most interest [read back from 12], which one or two of the more specific courses listed would interest you most? [Have respondent give you the course number or letter.]



[May circle up to three.]

"Other" – Specify

15. The blue pages of the booklet contain listings of more traditional academic areas in which adults might have an interest. Still making the assumption that there are no barriers and that you have decided to continue your education, which of the General Areas listed (those printed in the boxes) do you think would be of interest to you? Any others?
[Circle all mentioned under 15 at right.]

16. Of the General Areas you mentioned [read back under 15], which one would you say is of most interest to you?
[Circle one response under 16 at right.]

17. And which one would be second?
[Circle one response under 17 at right.]

	15. Any Interest		16. Most Interest	17. 2nd
[57-79]	1	Adult Basic Education/G.E.D. (earn High School Certificate)	1	1
	2	Family Living	2	2
	3	Home Economics	3	3
	4	Agriculture and Natural Resources	4	4
	5	Health and Paramedical Services and Professions	5	5
	6	Business and Management	6	6
	7	Communications	7	7
	8	Education	8	8
	9	Computers and Data Processing	9	9
	A	Fine and Applied Arts	A	A
	B	Foreign Languages	B	B
	C	Letters	C	C
	D	Public Affairs and Services	D [8]	D [7]
	E	Law	E	E
	F	Psychology	F	F
	G	Area Studies	G	G
	H	Biological Sciences	H	H
	I	Natural Sciences	I	I
	J	Theology	J	J
	K	Engineering	K	K
	L	Architecture and Environmental Design	L	L
	M	Interdisciplinary Studies	M	M
	N	Library Science	N	N
	O	Mathematics	O	O
	P	Military Sciences	P	P
	Q	Physical Sciences	Q	Q
	R	Public Service Related Technologies	R	R
	S	Social Sciences	S	S
[80 = 1]	T	Mechanical and Engineering Technologies	T	T

18. Under the General Area you said would be of most interest [read back from 16], which one or two of the specific courses listed would interest you most?
[Have respondent give you the course number or letter.]

1 2 3 4 5 6 7 8 9
A B C D E F G H I [ ]
J K L M N O P Q R
S T U V W X Y Z

[May circle up to three.]

"Other" – Specify

19. Are there any other kinds of courses or any subjects you think you might have an interest in but which we haven't listed in the booklet? (What are they?)

[21-23]

20. In the past two or three years have you been enrolled in any kind of educational or training class, or course, or program?
[Do not count courses taken while a full-time student, military training, or on-the-job training given by respondent's employer.]

Yes 1 [24]
No 2 (Skip to 34)

If "YES" [Ask questions 21 through 33 referring to the most recent course attended.]

21. Can you tell me what it was that first got you interested in more learning as an adult?

[25]

22. Who offered or sponsored the course or training program you were in? _____ [26]
(i.e., a college (give name of college), or some other public or private agency or organization)

23. What was the title of the course, or what was it about? [27-29]

24. How long did the course last from beginning to end?
- Single day
- 2 to 5 days
- 1 to 8 weeks
- More than 8 weeks

[30]

25. How did you first learn that the course was available or being offered? [31-32]

26. Did you have to travel outside your local community to attend? [33]
- Yes
- No (Skip to 28)

If "YES"

27. How far did you travel? [34]
- Up to 20 miles
- 21—40 miles
- 41—75 miles
- 76 or more miles

28. Did you have to pay a fee or a charge in connection with the course? (If so: Do you recall how much the fee or charge was for the course?) [35]
- No—None
- Yes—$10 or less
- Yes—$11 – $25
- Yes—$26 – $50
- Yes—$51 – $100
- Yes—$101– $300
- Yes—More than $300
- Don't recall

29. Did you receive college credit or some other type of formal certification or recognition for the course? [36]
- Yes—College Credit
- Yes—Other type of certification (Ask 30)
- No — Neither

If "OTHER TYPE OF CERTIFICATION"

30. What type of certification or recognition did you recieve? (Or in what form was the certification?) [37-38]

31. Were class sessions held in the morning, afternoon, or evenings? [39]
- Morning
- Afternoon
- Evening
- Combination of above

32. Were they held during the week or on the weekend? [40]
- During week
- Weekend
- Both

33. Did you take time off from work to attend? [41]
- Yes—With full pay
- Yes—But lost some pay
- No—Attended before/After work
- No—Not employed outside the home

Ask Everyone

CARD A

Different people, when thinking about taking a class as an adult, might have different feelings or preferences about the way a class is structured or organized. Assuming you were thinking about taking a class, would you look at Card A and tell me if *you would consider it a "plus" or a "minus" if . . .*

	I would consider that a . . .					
	Strong "Plus"	"Plus"	Does not Make Any Difference	"Minus"	Strong "Minus"	
34. The course was for information only and there were no tests or grades.	1	2	3	4	5	(42)
35. The class meets on a college campus.	1	2	3	4	5	(43)
36. The class instructor was someone with practical work experience in the field he or she is teaching about.	1	2	3	4	5	(44)
37. The class meets only one time a week.	1	2	3	4	5	(45)
38. The class meets in the evening.	1	2	3	4	5	(46)
39. The course is stretched out over several weeks rather than compressed into a short time period.	1	2	3	4	5	(47)
40. The class is small (15 people or fewer).	1	2	3	4	5	(48)
41. The course is a "discussion" rather than a "sit and listen" course.	1	2	3	4	5	(49)
42. The course required no homework or outside study.	1	2	3	4	5	(50)

CARD B

There are a number of different ways a course could be offered to make it more convenient for an adult to take the course. As I describe several such ways, would you look at Card B and tell me if *you would like or dislike it if a course you were thinking about taking were offered that way?*

	Like Very Much	O.K. with me	Dislike a little	Dislike Very Much	Don't Know	
43. The course is offered through the newspaper.	1	2	3	4	5	(51)
44. The course is offered through the mail (correspondence course).	1	2	3	4	5	(52)
45. The course is presented over a local TV station, and includes some classroom sessions with an instructor.	1	2	3	4	5	(53)
46. The course is presented over a local radio station, and includes some classroom sessions with an instructor.	1	2	3	4	5	(54)
47. Class members go to a local classroom where there is a telephone/loudspeaker hook-up with an instructor at a college or university.	1	2	3	4	5	(55)
48. The course is presented in the traditional way with instructor and class members meeting together.	1	2	3	4	5	(56)

49. For you, what would be the ideal way for a course to be presented?

[ ] [ ] (57-58)

50. If you wanted to take a course of some kind, do you think the cost or fee would be a major factor in deciding whether or not to take the course?

Yes [1]
No [2] [58]
Don't know [3]

51. What would you consider to be a reasonable fee or charge for a course you would like to take?

$ [ ][ ][ ][ ]
Whole Dollars [60] [61] [62]

52. If a fee were involved, would it be an advantage to you to be able to pay in installments or by credit card?

Yes—Installments [1]
Yes—Credit Card [2] [63-64]
No [3]
Don't know [4]

53. If you had decided to take a course, would just getting the free time (once a week) to do it be a problem for you?

Yes—A problem [1]
No—Not a problem [2] [65]
Don't know [3]

		54. Best Day (may circle up to three)	55. Impossible (may circle up to three)
54. Is there a particular day (or evening) of the week that would be best or easiest for you?	Monday	[1]	[1]
	Tuesday	[2]	[2]
	Wednesday	[3]	[3] [69-71]
	Thursday	[4] [66-68]	[4]
	Friday	[5]	[5]
55. Are there days or evenings that would be impossible or very difficult for you?	Saturday	[6]	[6]
	Sunday	[7]	[7]
	All the same/Don't know	[8]	[8]

56. What would you say is about the longest distance (one way) you would be willing to travel (once a week) for a course you wanted to take?

[ ][ ][ ]
[72] [73] [74]

		57. Within 3 years	58. Within 10 years
57. If you take a realistic look into the future and take into account the fact that practical barriers do exist, how likely do you think you are to involve yourself in some form of adult or continuing education within the next three years? Would you say ...	For sure	[1]	[1]
	Likely	[2] [75]	[2] [76]
	Not likely	[3]	[3]
	or Definitely not	[4]	[4]
	[Don't know]	[5]	[5]

If "NOT LIKELY", "DEFINITELY NOT" or "DON'T KNOW" to Q.57:

58. How likely would you be to do it within the next 10 years ...

If "NOT LIKELY" or "DEFINITELY NOT" to Q.58:

59. Would you say that is more because you don't have a desire for additional education or because there are too many practical barriers?

No Desire [1]
Too many barriers [2] [77-78]
Both [3]
Don't know [4]
[80=3]

If "TOO MANY BARRIERS" or "BOTH" to Q.59:

60. What are the practical barriers that you would have to overcome?

[ ] [ ] [ ] [6-7]

Ask Everyone

61. What do you think is the biggest reason which motivates people who do decide to get more formal education as adults?

[ ] [ ] [ ] [8-9]

82. Do you think your employer would approve or disapprove if you were to get more formal education in your spare time?

Approve [1]
Disapprove [2]
Neither/Wouldn't care [3]
Don't have an employer/Don't know [4]
[10]

83. How do you think your family would feel about it if you decided to continue your education? Would they approve or disapprove?

Approve [1]
Disapprove [2]
Neither/Wouldn't care [3]
Don't have a family/Don't know [4]
[11]

84. Have any of your friends been getting involved in adult education in the past few years?

Yes [1]
No [2]
Don't know [3]
[12]

85. Have you heard anything about the practice of earning "life experience" credits by taking general examinations offered by colleges or universities?

Yes [1]
No/Don't know [2]
[13]

86. Does such a practice seem attractive to you?

Yes—Attractive [1]
No—Not attractive [2]
Don't know [3]
[14]

87. Have you heard anything about being able to earn college credit or certification of a special skill by demonstrating that skill or expertise on a practical examination?

Yes [1]
No/Don't know [2]
[15]

88. Does this kind of practice seem attractive to you?

Yes—Attractive [1]
No—Not attractive [2]
Don't know [3]
[16]

89. Have you heard about being able to earn credit for most college courses by passing a "challenge examination" for the course?

Yes [1]
No/Don't know [2]
[17]

70. Does this method of earning credit seem attractive to you?

Yes—Attractive [1]
No—Not attractive [2]
Don't know [3]
[18]

71. If it were possible for you to earn all the credits needed for a degree without ever having to go to the college campus to take classes, would that be attractive to you?

Yes—Attractive [1]
No—Not attractive [2]
Don't know [3]
[19]

CARD C

72. People who are thinking about more education or learning as adults often have a lot of questions about the whole idea. Would you look at Card C and tell me which two or three of the kinds of questions listed would be uppermost in your mind if you were thinking about more education?

73. Which ONE of them would be the most important for you to have answered?

	72. Uppermost 2 or 3	73. Single Most Important
What kinds of learning opportunities are available	[1]	[1]
What kinds of jobs I might prepare for; and the type and amount of preparation needed	[2]	[2]
What I am suited for; What are my own aptitudes or abilities	[3]	[3]
What I would need to do to enroll or apply for admission	[4]	[4]
What kinds of financial assistance are available	[5] [20-22]	[5] [23]
How to get credit for "life experiences" or for the skills I have	[6]	[6]
How I might get help to brush up on fundamentals	[7]	[7]
None	[8]	[8]

74. Have you been on a college or vocational school campus for any reason within the past two years?

Yes—College campus
Yes—Voc. School campus
No
[24]

75. Are you on the mailing list of any university, community junior college, or vocational/technical school to receive information about courses they offer?

Yes—University
Yes—Comm./Jr. College
Yes—Vo/Tec School
No (Ask 76)
[25]

If "NO" to Q.75:

76. Would you like to be on such a mailing list?

Yes
No
[26]

I'm going to read several statements now, and I'd like for you to tell me whether in general you agree or disagree with each statement.

77. A college degree is valuable as a ticket to a better job.

Agree
Disagree
Don't know
[27]

78. A vocational school certificate is valuable as a ticket to a better job.

Agree
Disagree
Don't know
[28]

79. Colleges, universities, and vocational schools in Kansas are doing about all they can to make educational opportunities available to adults.

Agree
Disagree
Don't know
[29]

80. Courses that I might be interested in are not offered anyplace nearby.

Agree
Disagree
Don't know
[30]

81. I wish now that I had taken more schooling when I was younger.

Agree
Disagree
Don't know
[31]

82. I would feel uncomfortable taking a class with regular college students.

Agree
Disagree
Don't know
[32]

83. I've been away from school too long to be able to keep up if I tried to go back.

Agree
Disagree
Don't know
[33]

84. From your own point of view, are there any things you think Kansas should be doing to make educational opportunities more available to adults? (What?)

[34-36]

Finally, for statistical purposes, I need to get some biographical information about you.

85. Your age ...

18–34
35–54
55 or older
[37]

86. How many people (including yourself) live in your household?

1
2
3
4 or more
[38]

87. What is the highest grade level of schooling you have completed?

- High school or less [1]
- Vo-tech, Barber, Beauty, Business, or other specialty school [2]
- Some college, up to 2 years, or Associate Degree [3]
- More than 2 years of College but less than Bachelors Degree [4]
- Bachelors Degree or Higher [5]

[39]

88. Between you and your (wife/husband), which one has completed more years of formal education?

- Respondent has more [1]
- Spouse has more [2]
- Both the same [3]
- No spouse/Not married [4]

[40]

89. What is your present occupation? _____ [ ] [41]
[Type of work, NOT name of employer.]
[If "None" specify whether retired, unemployed, etc.]

90. Would you look at Card D now and tell me the number of the category which includes the combined annual income of all members of your household?

- Under $10,000 [1]
- $10,000 – $20,000 [2]
- More than $20,000 [3]
- [Refused] [4]

[42]

Could I get your name and phone number so that when my work is validated my supervisor may verify this interview with you if he needs to?

Name _____

Phone Number _____ _____
(area code) (number)

Address _____

_____

91. Would you object if in 5 or 10 years we were to check with you again to see if your feelings had changed?

- Yes—Would object [1]
- No—Would not object [2]

[43]

That's all the questions I have. I want to thank you for your help.

INTERVIEWER:

92. [Sex of respondent is ...]

- Male [1]
- Female [2]

[44]

93. [Respondent lives ...]

- In one of these counties: Johnson, Wyandotte, Shawnee, Osage, Jefferson, Sedgwick, Butler [1]
- If not in the above counties:
  - On farm, in rural area, or in town of less than 2,500 [2]
  - In City of 2,500 or more [3]

[45]

[80 = 4]

1. **Family Living**

1 Preparation for Marriage
2 Financing a Home, Car and Other Major Needs
3 Family Budgets and Bookkeeping
4 Purchasing Insurance
5 Investments for Wage Earners
6 Record Keeping, Taxes and Wills
7 Consumer Buying
8 Birth Control/Family Planning
9 Adoption
A Implications of Large and Small Families
B Understanding Pregnancy and Childbirth
C Care of Infants and Children
D Understanding Child Development (pre-teenagers)
E Understanding Child Development (teenagers)
F Family Health and Nutrition
G Child rearing/Handicapped or retarded children
H Child rearing/The rebellious child
I Child rearing/Drugs, Alcohol, Delinquency
J Children/Single parent
K Saving a Marriage/Dealing with Marital Difficulties
L Constructive Divorce
M Adult Single Living
N Middle Age Living
O Growing Old
P Planning for Retirement
Q Adjusting to Retirement Lifestyle
R Dealing with Death & Dying
Z Other

2. **Career/Vocations**

1 Choosing a Career
2 Changing Your Career
3 Career Preparation and Development
4 Running a Small Business
5 Management Training
6 Supervision of People
7 Sales Careers
8 Health Careers
9 Farming
A Education Careers
Z Other

3. **Hobbies and Avocations**

1 Basic Photography
2 Advanced Photography
3 Coins
4 Stamps
5 Floral Arrangements
6 Interior Decorating
7 Antiques
8 Woodworking
9 Metals
A Pottery Making
B Sculpting
C Knitting
D Crocheting
E Macrame
F Sewing
G Decoupage
H Embroidery
I Rocks and Stones
J Gardening for Fun
K Painting and Drawing
L Tole Painting
M Landscaping
N Refinishing Furniture
O Microwave Cooking
Z Other

4. **How-To-Do-It**

1 Automobile Repair and Maintenance
2 Repairing Appliances and Small Equipment
3 Home Repair
4 Upholstering
5 Gardening for Food
Z Other

5. **Health and Fitness**

1 Exercise and Diet
2 Dealing with Alcoholism
3 Handicapped Adult Living
4 Care for the Disabled and Sick
5 Volunteer Work in Health
6 Terminal Illness
7 Maintaining Mental Health/Dealing with Stress
8 Care for the Aged
9 Yoga and Related Systems
A Bio-Feedback and Body Control
B First Aid
C CPR (Cardio Pulmonary Resuscitation)
Z Other

6. **Current Events**

1 Understanding Government
2 The International Situation
3 National Issues in the News
4 National Policy
5 International Policy
6 Rural American Issues
7 Urban American Issues
8 Important People of Our Times
9 Recent U. S. History
Z Other

7. **Culture and Appreciation**

1 Jazz Appreciation
2 Classical Music Appreciation
3 Folk Music/Country Music Appreciation
4 Popular Music Trends
5 Recent Music History
6 Broadway Theatre
7 Shakespearean Theatre
8 Drama
9 Musical Theatre
A Staging your own production
B Opera
C Ballet Appreciation
D Modern Dance Appreciation
E History of Popular Dance
F Appreciation of Literature
G Great Writers
H Modern Writers
I Great Painters
J Modern Painters
K Great Composers
L Recent and Modern Writers/Composers
M Musical Artists
N Fine Wines and Liquors
O Gourmet Cooking
Z Other

8. **Self Improvement**

1 Speech and Vocabulary
2 Writing
3 Speed Reading
4 Interpersonal Growth
5 Fashions and Clothes
6 Grooming
7 Body Building
Z Other

9 **Sports – Physical Activities**

1 Gymnastics/Exercises
2 Ballet Dancing
3 Belly Dancing
4 Tap Dancing
5 Ballroom Dancing
6 Modern Dancing (Disco, etc.)
7 Baseball
8 Volleyball
9 Football
A Soccer
B LaCrosse
C Hockey
D Sailing
E Motor Boating (safety, etc.)
F Swimming
G Bowling
H Tennis
I Golf
J Judo
K Karate
Z Other

1. **Adult Basic Education/G.E.D. (earn High School Certificate)**

- 1 Punctuation
- 2 Capitalization
- 3 Sentence structure
- 4 Vocabulary
- 5 Spelling
- 6 Word usage
- 7 Parts of speech
- 8 American history
- 9 American government
- A General science
- B Biology
- C Chemistry
- D Physics
- E Literature
- F General Math
- G Algebra
- H Geometry
- Z Other

2. **Family Living**

- 1 First Aid
- 2 Family Health
- 3 Family Planning
- 4 Child Development
- 5 Consumerism
- 6 Law for Laymen
- 7 Marriage
- Z Other

3. **Home Economics**

- 1 Home Economics, General
- 2 Home Decoration and Home Equipment
- 3 Clothing and Textiles
- 4 Consumer Economics and Home Management
- 5 Family Relations and Child Development
- 6 Foods and Nutrition (include Dietetics)
- 7 Institutional Management and Cafeteria Management
- Z Other

4. **Agriculture and Natural Resources**

- 1 Agriculture, General
- 2 Agronomy (Field Crops and Crop Management)
- 3 Soils Science (Management and Conservation)
- 4 Animal Science (Husbandry)
- 5 Dairy Science (Husbandry)
- 6 Poultry Science
- 7 Fish, Game and Wildlife Management
- 8 Horticulture (Fruit and Vegetable production)
- 9 Ornamental Horticulture (Floriculture, Nursery Science)
- A Agricultural and Farm Management
- B Agricultural Economics
- C Agricultural Business
- D Food Science and Technology
- E Forestry
- F Natural Resources Management
- G Agriculture and Forestry Technologies
- H Range Management
- Z Other

5. **Health and Paramedical Services and Professions**

- 1 Health Professions, General
- 2 Health Services Technologies, General
- 3 Dental Assistant Technologies
- 4 Dental Hygiene Technologies
- 5 Dentistry
- 6 Animal Laboratory Assistant Technologies
- 7 Medical or Biological Laboratory Technologies
- 8 Medicine
- 9 Osteopathy
- A Optometry
- B Optical Technologies (include Ocular Care, Ophthalmic, Optometric Technologies)
- C Podiatry or Podiatric Medicine
- D Veterinary Medicine
- E Chiropractic
- F Speech Pathology or Audiology
- G Pharmacy
- H Public Healt
- I Radiologic Technology (X-Ray, etc.)
- J Nursing, Graduate Training
- K Nursing, RN
- L Nursing, Practical (L.P.N., or L.V.N.)
- M Physical Therapy
- N Inhalation Therapy
- O Occupational Therapy
- P Surgical Technologies
- Q Medical Records Technologies
- R Medical Assistant and Medical Office Assistant
- S Psychiatric Technologies (include Mental Health aide)
- T Biomedical Communication
- U Electro Diagnostic Technologies (E.K.G., E.E.G., etc.)
- V Hospital and Health Care Administration
- W Institutional Management Technologies (Rest Home, etc.)
- Z Other

6. **Business and Management**

- 1 Business and Commerce, General
- 2 Accounting
- 3 Business Statistics
- 4 Banking and Finance
- 5 Investments and Securities
- 6 Business Management and Administration
- 7 Operations Research
- 8 Hotel and Restaurant Management
- 9 Communications and Broadcasting
- A Marketing, Purchasing and Distribution
- B Graphic and Applied Arts (include Advertising, Design)
- C Printing and Lithography
- D Transportation and Public Utilities
- E Real Estate
- F Insurance
- G International Business
- H Personal Service Technologies (include Stewardess, Cosmetology, etc.)
- I Secretarial Skills (include Office Machines)
- J Personnel Management
- K Labor and Industrial Relations
- L Business Economics
- Z Other

7. Communications

1 Communications, General
2 Journalism (Printed media)
3 Radio/TV
4 Advertising
5 Communication Media (use of video-tape, film, etc., oriented specifically toward radio/TV)
Z Other

8. Education

1 Pre-Elementary Education (Kindergarten)
2 Elementary Education, General
3 Secondary Education, General
4 Junior High School Education
5 Higher Education, General
6 Junior and Community College Education
7 Adult and Continuing Education
8 Special Education, General
9 Education of the Mentally Retarded
A Education of the Gifted
B Education of the Deaf
C Education of the Culturally Disadvantaged
D Education of the Emotionally Disturbed
E Remedial Education
F Speech Correction
G Special Learning Disabilities
H Education of the Physically Handicapped
I History and Philosophy of Education
J Educational Psychology (include learning theory)
K Educational Statistics and Research
L Educational Testing, Evaluation, and Measurement
M Counseling and Guidance
N Educational Administration
O Curriculum and Instruction
P Reading Education (Methodology and Theory)
Q Art Education (Methodology and Theory)
R Music Education (Methodology and Theory)
S Mathematics Education (Methodology and Theory)
T Science Education (Methodology and Theory)
U Physical Education
V Driver and Safety Education
W Health Education (including Family Life education)
X Business, Commerce, and Distributive Education
Y Industrial Arts, Vocational and Technical Education
Z Other

9. Computers and Data Processing

1 Computer and Information Sciences, General
2 Information Sciences and Systems
3 Key Punch Operator and other Input Preparation Technologies
4 Computer Operation and Peripheral Equipment Operation
5 Data Processing Equipment Maintenance
6 Data Processing
7 Computer Programming
8 Systems Analysis
Z Other

A. Fine and Applied Arts

1 Fine Arts, General
2 Art (Painting, Drawing, Sculpture)
3 Art History and Appreciation
4 Music (Performing, Composition, Theory)
5 Music (Liberal Arts Program)
6 Music History and Appreciation (Musicology)
7 Dramatic Arts
8 Dance
9 Applied Design (Ceramics, Weaving, Textile, Design Fashion Design, Jewelry, Metalsmithing, Interior Decoration, Commercial Art)
A Moving making
B Photography
Z Other

B. Foreign Languages

1 Foreign Languages, General
2 French
3 German
4 Italian
5 Spanish
6 Russian
7 Chinese
8 Japanese
9 Latin
A Greek, classical
B Hebrew
C Arabic
D Indian (Asiatic)
E Scandinavian Languages
F Slavic Languages (other than Russian)
G African Languages (non-Semitic)
Z Other

C. Letters

1 English, General
2 Literature, English
3 Comparative Literature
4 Classics
5 Linguistics (include Phonetics, Semantics, and Philology)
6 Speech, Debate, and Forensic Science (Rhetoric and Public Address)
7 Creative Writing
8 Teaching of English as a Foreign Language
9 Philosophy
A Religious Studies (exclude Theological Professions)
Z Other

D. Public Affairs and Services

1 Community Services, General
2 Public Administration
3 Parks and Recreation Management
4 Social Work and Helping Services (other than Clinical Social Work)
5 Law Enforcement and Corrections
6 International Public Service (other than Diplomatic Service)
Z Other

E. Law

1 Law, General
Z Other

F. Psychology

1 Psychology, General
2 Experimental Psychology (animal and human)
3 Clinical Psychology
4 Psychology for Counseling
5 Social Psychology
6 Psychometrics
7 Statistics in Psychology
8 Industrial Psychology
9 Developmental Psychology
A Physiological Psychology
Z Other

G. Area Studies

1 Asian Studies, General
2 East Asian Studies
3 South Asian (India, etc.) Studies
4 Southeast Asian Studies
5 African Studies
6 Islamic Studies
7 Russian and Slavic Studies
8 Latin American Studies
9 Middle Eastern Studies
A European Studies, General
B Eastern European Studies
C West European Studies
D American Studies
E Pacific Area Studies
Z Other

H. Biological Sciences

1 Biology, General
2 Botany, General
3 Bacteriology
4 Plant Pathology
5 Plant Pharmacology
6 Plant Physiology
7 Zoology, General
8 Pathology, Human and Animal
9 Pharmacology, Human and Animal
A Physiology, Human and Animal
B Microbiology
C Anatomy
D Histology
E Biochemistry
F Biophysics
G Molecular Biology
H Cell Biology (Cytology, Cell Physiology)
I Marine Biology
J Biometrics and Biostatistics
K Ecology
L Entomology
M Genetics
N Radiobiology
O Nutrition, Scientific (exclude Nutrition in Home Economics and Dietetics)
P Neurosciences
Q Toxicology
R Embryology
Z Other

I. Natural Sciences

1 Natural Science Technologies, General
2 Agriculture Technologies (include Horticulture)
3 Forestry and Wildlife Technologies (include Fisheries)
4 Food Service Technologies
5 Home Economics Technologies
6 Marine and Oceanographic Technologies
7 Laboratory Technologies, General
8 Sanitation and Public Health Inspection Technologies (Environmental Health Technologies)
Z Other

J. Theology

1 Theological Professions, General
2 Religious Music
3 Biblical Languages
4 Religious Education
Z Other

K. Engineering

1 Engineering, General
2 Aerospace, Aeronautical and Astronautical Engineering
3 Agricultural Engineering
4 Architectural Engineering
5 Bioengineering and Biomedical Engineering
6 Chemical Engineering (include Petroleum Refining)
7 Petroleum Engineering (exclude Petroleum Refining)
8 Civil, Construction, and Transportation Engineering
9 Electrical, Electronics, and Communications Engineering
A Mechanical Engineering
B Geological Engineering
C Geophysical Engineering
D Industrial and Management Engineering
E Metallurgical Engineering
F Materials Engineering
G Ceramic Engineering
H Textile Engineering
I Mining and Mineral Engineering
J Engineering Physics
K Nuclear Engineering
L Engineering Mechanics
M Environmental and Sanitary Engineering
N Naval Architecture and Marine Engineering
O Ocean Engineering
P Engineering Technologies
Z Other

L. Architecture and Environmental Design

1 Environmental Design, General
2 Architecture
3 Interior Design
4 Landscape Architecture
5 Urban Architecture
6 City, Community, and Regional Planning
Z Other

M. Interdisciplinary Studies

1 General Liberal Arts and Sciences
2 Biological and Physical Sciences
3 Humanities and Social Sciences
4 Engineering and Other Disciplines
Z Other

N. Library Science

1 Library Science, General
Z Other

O. Mathematics

1 Mathematics, General
2 Statistics, Mathematical and Theoretical
3 Applied Mathematics
Z Other

P. Military Sciences

1 Military Science (Army)
2 Naval Science (Navy, Marines)
3 Aerospace Science (Air Force)
Z Other

Q. Physical Sciences

1 Physical Sciences, General
2 Physics, General (exclude Biophysics)
3 Molecular Physics
4 Nuclear Physics
5 Chemistry, General (exclude Biochemistry)
6 Inorganic Chemistry
7 Organic Chemistry
8 Physical Chemistry
9 Analytical Chemistry
A Pharmaceutical Chemistry
B Astronomy
C Astrophysics
D Atmospheric Sciences and Meterology
E Geology
F Geochemistry
G Geophysics and Seismology
H Earth Sciences, General
I Paleontology
J Oceanography
K Metallurgy
Z Other

R. Public Service Related Technologies

1 Public Service Technologies, General
2 Bible Study or Religion-Related Occupations
3 Educational Technologies (Teacher Aide and 2-year Teacher Training Programs)
4 Library Assistant Technologies
5 Police, Law Enforcement, Corrections Technologies
6 Recreation and Social Work Related Technologies
7 Fire Control Technology
8 Public Administration and Management Technologies
Z Other

S. Social Sciences

1 Social Sciences, General
2 Anthropology
3 Archeology
4 Economics
5 History
6 Geography
7 Political Science and Government
8 Sociology
9 Criminology
A International Relations
B Afro-American (Black Culture) Studies
C American Indian Cultural Studies
D Mexican-American Cultural Studies
E Urban Studies
F Demography
Z Other

T. Mechanical and Engineering Technologies

1 Mechanical and Engineering Technologies, General
2 Aeronautical and Aviation Technologies
3 Engineering Graphics (Tool and Machine Drafting and Design)
4 Architectural Drafting Technologies
5 Chemical Technologies (include Plastics)
6 Automotive Technologies
7 Diesel Technologies
8 Welding Technologies
9 Civil Technologies (Surveying, Photogrammetry, et
A Electronics and Machine Technologies (TV, Appliance, Office Machine Repair, etc.)
B Electromechanical Technologies
C Industrial Technologies
D Textile Technologies
E Instrumentation Technologies
F Mechanical Technologies
G Nuclear Technologies
H Construction and Building Technologies (Carpentry electrical work, plumbing, sheet metal, air conditioning, heating, etc.)
Z Other

APPENDIX B

INDICATORS FOR DEVELOPING MARKETING STRATEGIES

For post-secondary institutions seeking (individually or collectively) to expand their continuing education programs, the needs assessment survey provides insight useful in developing strategies for active marketing of continuing education services.

The presumption made here is that the objective is to attract increasing numbers of adults into the continuing education market; to expand the population of students taking classes, earning credits or certifications, paying fees and otherwise consuming education services.

While institutional responsibility to fulfill a broad social obligation to be all things (educationally speaking) to all people might suggest entirely different approaches, the emphasis here is on developing marketing strategies for stimulating consumer responses from those in the marketplace who are most receptive to the product.

Development of such strategies might be approached systematically by seeking answers to the type of questions listed below:

- Can the market for continuing education services be expanded?
- What types of people can most readily be induced to enter the market (primary marketing target groups)?
- What are the motivations and the reservations of those in the primary marketing target groups?
- How can those in the primary marketing target groups be reached and induced to enter the market?
- What kind of product is desired?

The following discussion addresses, in order, each of the above questions. References in parentheses are to tables containing supporting data from the survey.

CAN THE MARKET FOR CONTINUING EDUCATION SERVICES BE EXPANDED?

Education is widely perceived as something of a grail; a universal "good." It is viewed as a ticket to a better job (R-40), widely approved of by family and employers (R-38). Nearly all wish they had more of it (R-42) and most have seen adult friends getting more of it (R-39). But while education appears to enjoy a built-in favorable image. the number of adults who say they are likely to get involved, 46% within the next three years (R-9), is nearly twice as large as the number who have done so in the past three years (R-44). Clearly large numbers of adults do not now act on their favorable predisposition or intent with respect to education. There is substantial potential for expanding the market for continuing education services.

WHAT TYPES OF PEOPLE CAN MOST READILY BE INDUCED TO ENTER THE MARKET?

Among adults who in the recent past have been involved in adult education (R-44), the demographic profile skews toward the younger end of the age spectrum. In above average ratios the profile includes higher income adults and persons with at least some prior college experience. A similar pattern emerges from an examination of the results when adults are asked to project the likelihood of their own future involvement in continuing education (R-9).

Adults in the younger age groups, those in the higher income categories and those with prior college experience are more likely than others to anticipate future involvements. Adults in these groups also are more likely than others to expect approval from family and employer (R-38), and they are more likely to acknowledge having seen friends become involved (R-39). They are somewhat less likely than others, however, to express regret at not having taken more schooling when younger (R-42).

The survey results suggest that marketing efforts directed toward adults in the younger age groups, in the higher income groups and those with some prior college experience will have the highest probability of being successful.

WHAT ARE THE MOTIVATION AND THE RESERVATIONS OF THOSE IN THE PRIMARY MARKETING TARGET GROUPS?

Adults involving themselves in education tend to do so in response to needs, desires, or self-concepts emerging or maturing after some time spent in the world of work and adult living.

Large numbers of adults (62%:R-42) regret not having taken more schooling when they were younger, but among those who have become involved in adult education, relatively few (8%:R-44) view their adult involvement as simply a continuation or picking up of a process interrupted or abandoned at a younger age. Far larger numbers of adults, both among those who have become involved and those most convinced they will, see educational involvement as an appropriate response to motivation derived from present circumstances. They seek to improve their economic horizons, or to meet a less well-defined need for mental activity or stimulation (R-44, R-37).

Reservations about cost appear not to be a discriminating factor separating those who are most likely to become involved in adult education from the rest of the adult population. Among the adult population as a whole, 56% say cost would be a major decision factor. Among those who say they are likely to become involved within the next three years, the ratio who say cost is a major factor is a very similar 54%. Furthermore, when asked what would be considered a reasonable course cost or fee, those in the latter group tend to express a slightly higher than average cost tolerance (R-12).

In addition, those in the primary marketing target groups (younger age groups, higher income groups, those with prior college experience) tend in average or above average ratios to view free time as an obstacle (R-13); yet they are more likely than others to anticipate their own entry into the market.

What does tend to distinguish persons in these groups is their more widely shared awareness (or perception) that courses they might like to take are available (R-42); their presence in larger numbers on mailing lists of post-secondary institutions or barring that, their desire in larger numbers to be placed on such mailing lists (R-8); their greater likelihood of having been on a college campus (for whatever reason) in the recent past (R-39); and the lower level of anxiety they associate with re-entry into the educational stream (R-41).

In attempting to expand the market for adult education services, a "make it available" marketing approach which is limited to efforts on the supply side of the market equation (adjusting costs, overhauling course types and delivery method) will meet with less than complete success. Active marketing efforts are needed to take advantage of the receptivity and favorable predisposition of relatively large numbers of potential consumers of adult education services to induce larger numbers of them to act on their favorable predisposition, to transform latent demand into effective demand.

HOW CAN THOSE IN THE PRIMARY MARKETING TARGET GROUP BE REACHED AND INDUCED TO ENTER THE MARKET?

In Adoption of New Ideas and Practices, Herbert F. Lionberger describes a series of stages people typically go through in the process deciding whether to adopt an idea or practice.

Awareness stage – first knowledge about an idea, product or practice
Interest stage -- active seeking of more extensive and detailed information to determine possible usefulness and applicability
Evaluation stage – weighing and sifting of acquired information and evidence in the light of existing conditions into which the practice would have to fit
Trial/Adoption stage -- decision to try it out, includes acquisition of information on how to do it

At each stage some people will drop out and some will progress to the subsequent stage. While these stages are not necessarily a rigid pattern nor a set of exclusive and discrete categories with no overlap, they do provide a useful model for developing marketing strategies. The successful marketing strategy is the one which at each stage induces more people to progress to the subsequent stage and fewer to drop out.

Data from the survey confirms there is widespread awareness of adult education. More than half of those in the sample group have seen friends becoming involved (R-39) and more than six out of ten project themselves into the adult education picture within the next ten years (R-9). Marketing effort directed toward those at the awareness stage should be designed to stimulate sufficient interest in the idea of adult education to induce people to seek more information.

For this kind of effort, mass media is an appropriate vehicle. The KCCSCE might consider producing and distributing short Public Service Announcements (PSA's) to Kansas radio and television stations which regularly air "PSA's" without charge. The message could go something like . . .

> If you've been away from school for a while, maybe you've been thinking about using some spare time to catch up on new developments in your field, to qualify yourself for a better job, to learn more about a hobby, or to take a class just for the fun of it. Lots of adults are doing it. Call or write the continuing education director at a college, community college or vocational-technical school near you. Let them tell you about the broad range of course and classes they offer, about interesting career opportunities and requirements. Do it today. [This message presented in the public interest by this station and the Kansas Council for Community Service and Continuing Education.]

If a continuing education information system becomes a reality, PSA messages might also be employed to promote its use.

For individual institutions which regularly publish lists of adult education offerings in local newspapers or distribute brochures, the content might include as one component an appeal to those not yet at the trial/adoption stage but only entering the interest stage; an invitation to respond in a manner short of enrolling in a course or class. Inclusion of a business reply card inviting them to request information or identify particular areas of interest or a copy block extending such an invitation along with an address and phone number might serve this purpose.

Such steps would assist in inducing persons at the interest stage to identify themselves, thus permitting the institutions to make more direct marketing approaches to persons in this group. Direct mail is among the direct marketing approaches meriting serious consideration (R-8, R-46).

Creation and updating of mailing lists could be accomplished by logging telephone, written and personal inquiries and posting them to the list. In addition, several other strategies might be employed to build mailing lists of persons most likely to be responsive. Alumni association lists might be culled for persons residing in the area. Adults currently enrolled in a class or course are likely candidates for future

involvement; in addition, they might be asked to identify friends or acquaintances whom they think would have an interest. Persons who attend on-campus conferences, workshops or seminars are another possibility. Each of these strategies addresses a type of adult whom survey results suggest is more likely than others to be responsive.

Mailing lists thus developed might be used with varying degrees of selectivity depending upon the amount of discrete information associated with names on the list. Examples . . . If mailing list information included an indication of a person' particular area of interest, mailings to promote offerings in a given area of interest might be mailed only to persons identified as having an interest in that area. A mailing promoting a course or courses on tax sheltering or high risk investments might be mailed only to residents of zip code areas identified as high income areas.

In general, promotional efforts for best effect should probably carry a dual message: First, reinforce the idea that continuing education is a desirable thing to do; secondly, stimulate those exposed to take the next step whether it be to seek more information, to seek counseling or guidance, or to enroll in a particular course. In presentation, promotional efforts should be designed to persuade as well as inform.

WHAT TYPE OF PRODUCT IS DESIRED?

Slightly more than half of those who say they are likely to become involved express a desire for credit-producing involvement with somewhat fewer in this group asserting that college credit is not important (R-3). They very much prefer a traditional format with instructor and class members present at one location (R-25, R-26, R-32). Instructors with practical work experience are deemed desirable (R-15, R-16) and there is a preference for small class size and for participative structure (R-17, R-18).

Those who have had recent involvement tended to take courses with a business orientation and courses related to health (R-46). Similarly, among the interest areas identified by those who say they are likely to become involved, business oriented types of courses and those related to health and paramedical services are most frequently cited (R-60A, R-61A). Among subject areas involving personal interest rather than more conventional academic types of courses, interests tend to run toward courses in family living, self-improvement, hobbies, avocations, and careers and vocations (R-51, R-52).

Over the long run, shifts and variations among adults will occur with respect to the particular subject areas which are of current interest. Post-secondary institutions should of course attempt to gauge and be responsive to such shifts; but it is also safe to say that across a fairly broad spectrum of interest areas almost any course, if effectively promoted, is more likely to be filled than another course not effectively promoted.

In attempting to attract adult learners, it is well to remember that institutions compete in a marketplace where many other influences (ranging from the desired new wardrobe, to Monday night football, to social, civic and family obligations) are vying, often quite energetically, for the interest, the time and the money of potential consumers of adult education services. To compete successfully will require that energy and resources be committed to marketing as well as to providing the supply of adult education services.